

**SOUVENIR EDITION**  
**OF THE**  
**OHIO UNIVERSITY**  
**BULLETIN**



**SUMMER TERM**

**1912**

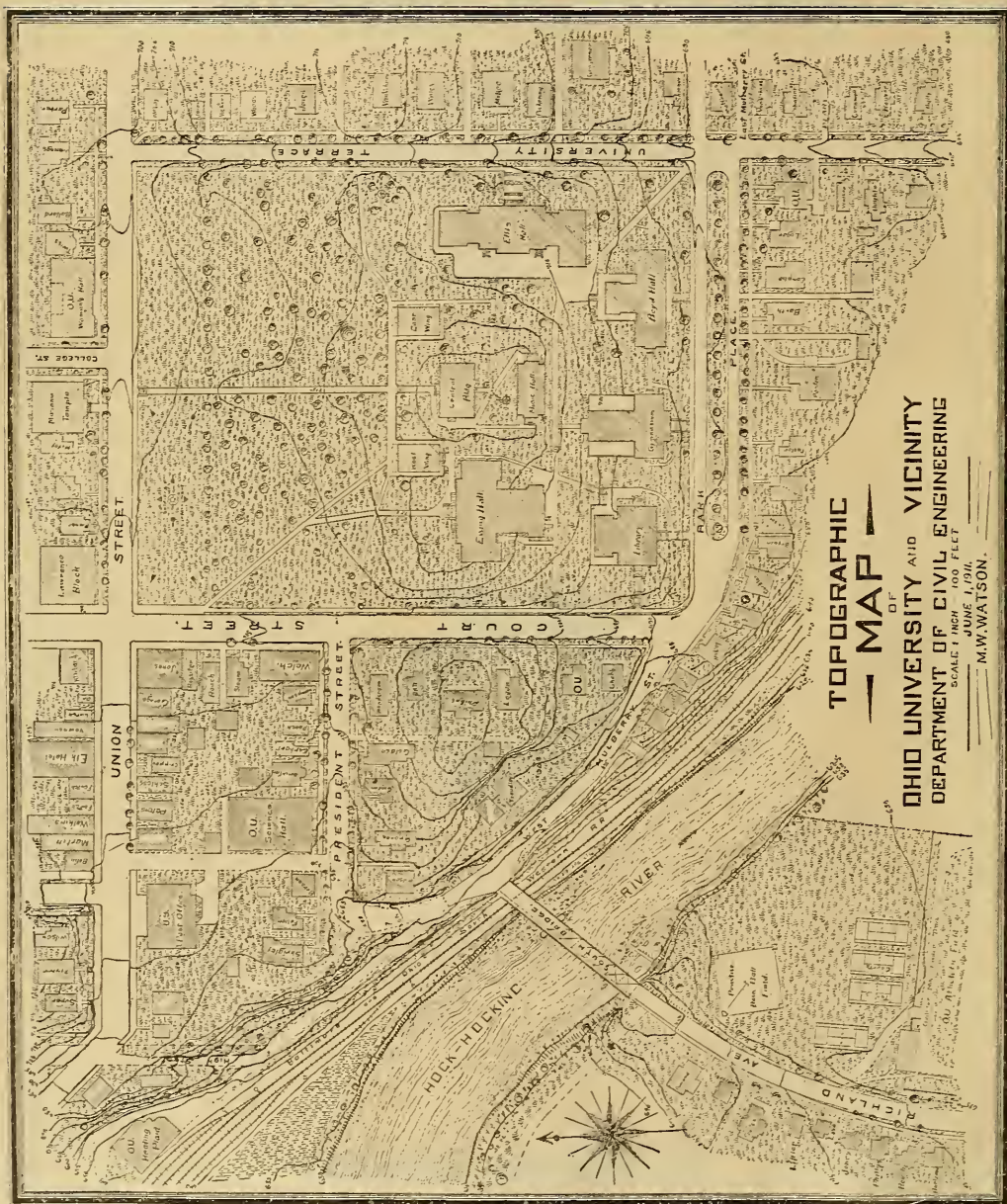
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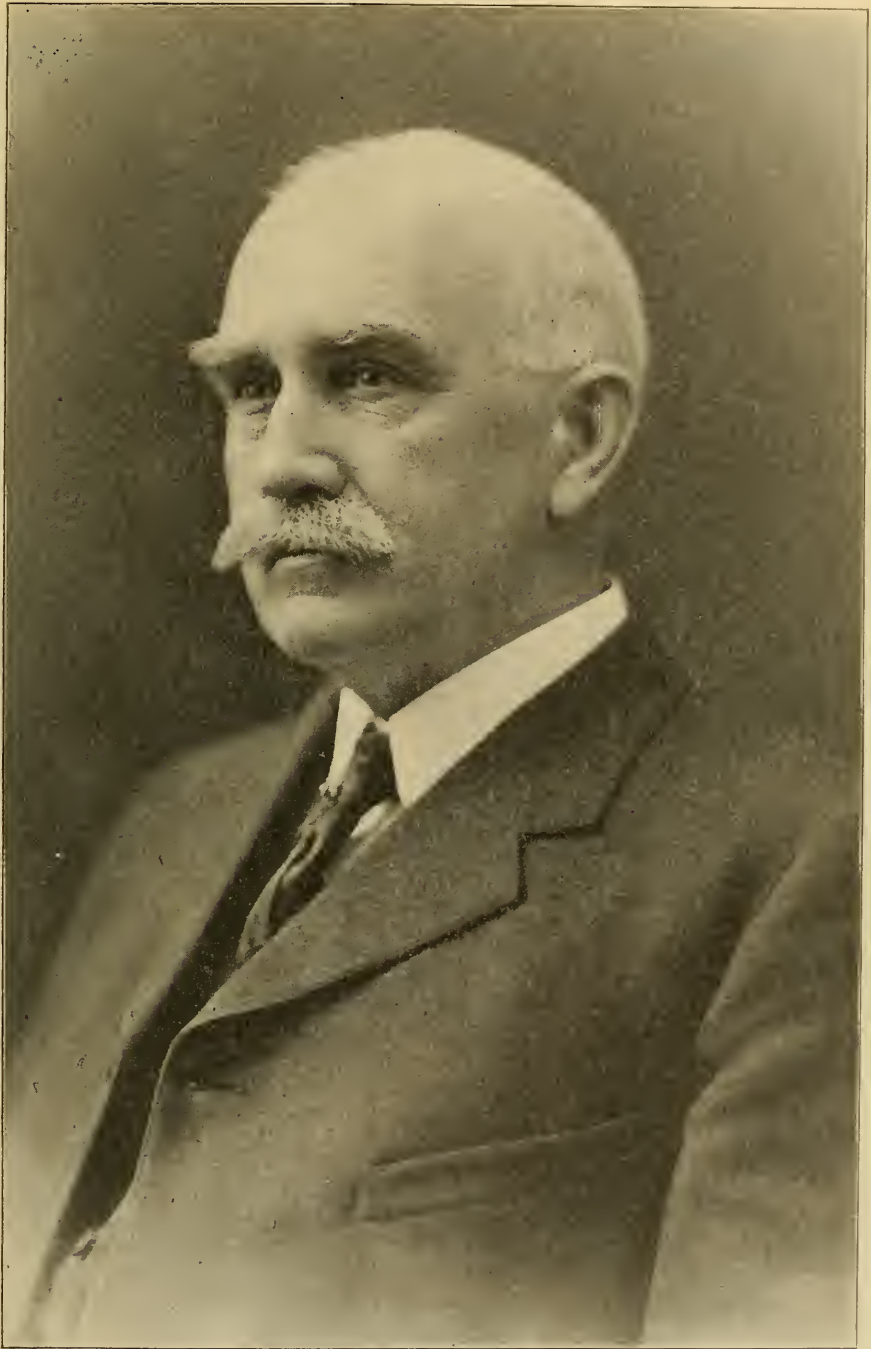
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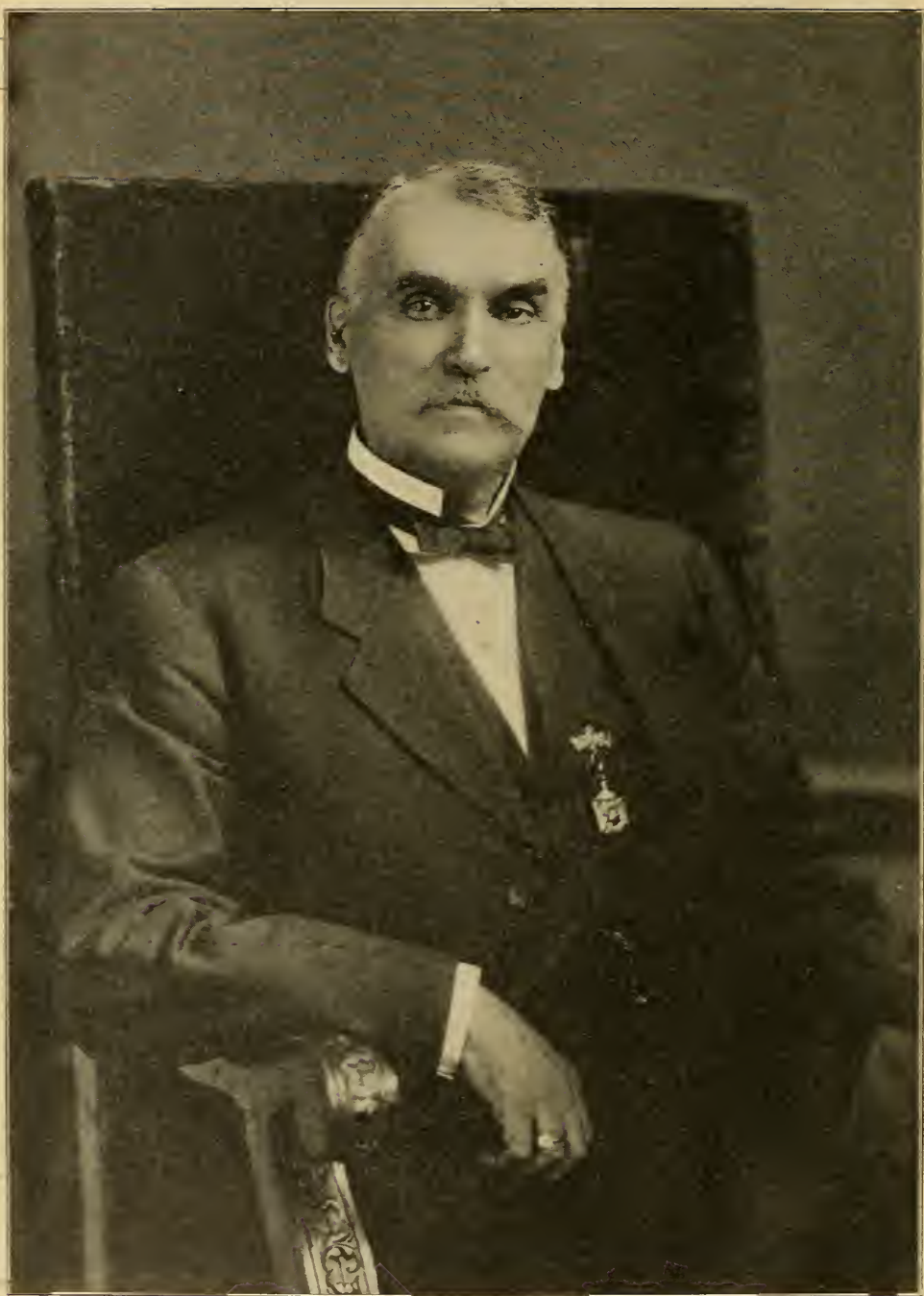
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**GOVERNOR JUDSON HARMON,**  
Ex-officio Member of the Board of Trustees of Ohio University





ALSTON ELLIS, PH. D., LL. D.



SUMMER SCHOOL NUMBER

# THE BULLETIN

PUBLICATION OF THE OHIO UNIVERSITY

Vol. IX., New Series

ATHENS, OHIO, JULY, 1912

No. IV.

## The Ohio University Bulletin

Published quarterly, by the University, and entered as second-class matter at the post-office at Athens, Ohio. Sent free, until each edition is exhausted, to all interested in higher education and the professional training of teachers. No advertisements, save the one found on the fourth page of the cover, will be published.

## Up to the Minute Facts About "Ohio"

### PRESIDENT ELLIS PREPARES DATA FOR NATIONAL BOOKS OF REFERENCE

One of the most complete and at the same time terse histories of the Ohio University ever prepared will be found below. The material was prepared by President Ellis for two encyclopedias of national reputation, and is up-to-the-minute information regarding this flourishing institution which the average person would do well to clip and preserve for reference.

Ohio University is the oldest higher institution of learning in that part of our country known as the "Old Northwest." Before Ohio was admitted to statehood the Territorial Legislature, in session at Chillicothe, made provision "that there shall be a university instituted and established in the town of Athens." This action bears date of January 9, 1802. The in-

stitution to be "instituted and established" was named the "American Western University."

Two years after the passage of the act referred to—Ohio having in the meantime been admitted into the Union—the State Legislature re-enacted the provisions of the Territorial Act, with but few changes, by another act dated February 18, 1804. This latter act, which gave the name "Ohio University" to the institution to be established, has ever been regarded as the charter of Ohio University.

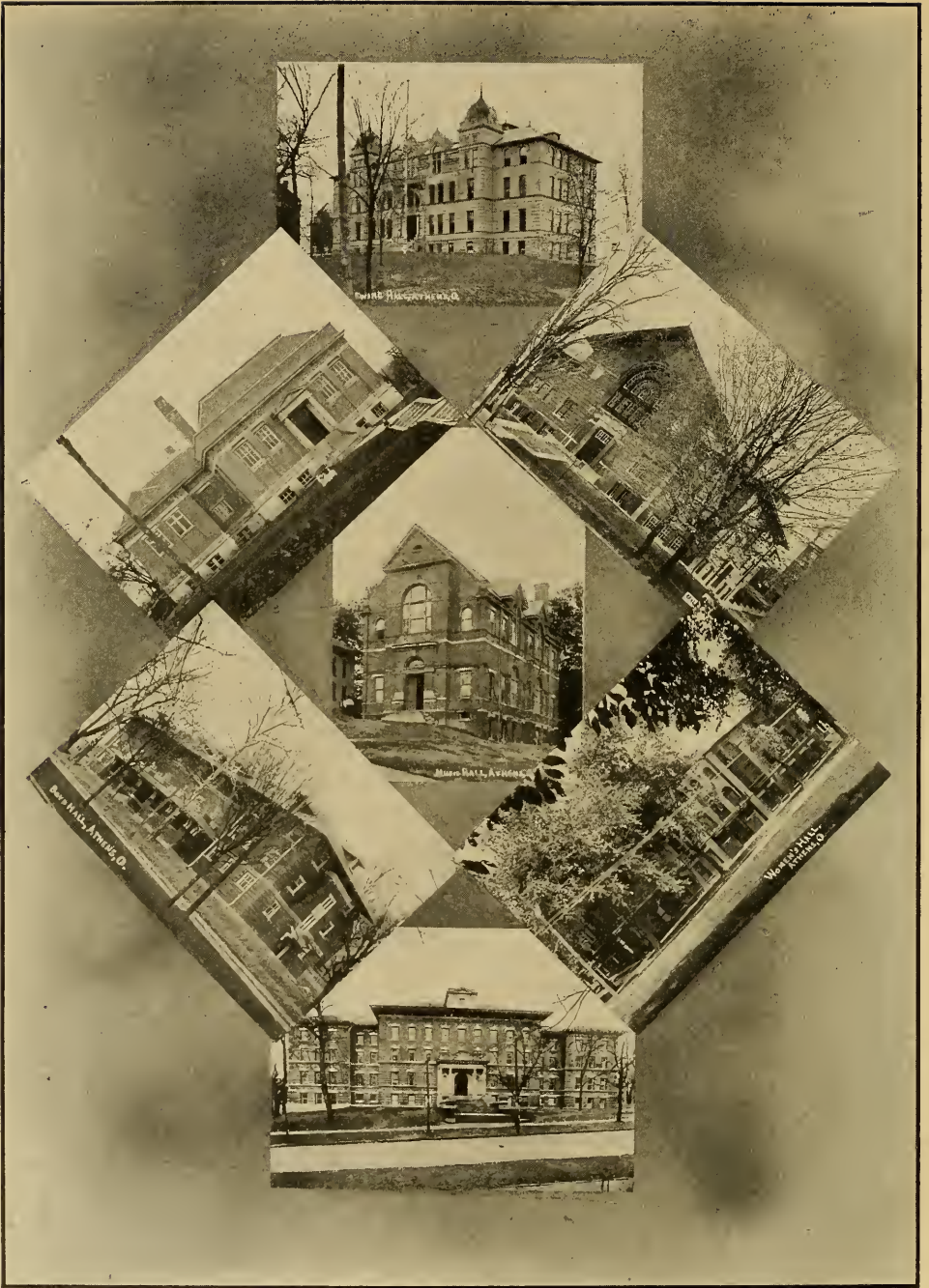
The institution thus provided for was opened to students in the spring of 1808, when Rev. Jacob Lindley, a Princeton graduate, was put in charge of its educational work.

The first graduates, Thomas Ewing and John Hunter, received their diplomas in 1815.

The whole number of degree graduates, of baccalaureate rank, in the history of the University, is men, 669; women, 159; total, 828. The total number of different students enrolled increased from 405 in 1901 to 1,832 in 1912.

The University buildings are twelve in number, not including five buildings occupied as residences. Conservative valuation of the property of the University is as follows: Grounds \$505,000; buildings, \$600,000; equipments, \$190,000; total, \$1,290,000. The financial support of the University is derived from three sources, namely, the mill-tax, special appropriations, and local receipts from incidental fees, rents, and interest on permanent funds forming a part of the irreducible debt of the State of Ohio. Receipts from all these sources, in 1911, amounted to \$253,366 05. Salary payments for the fiscal year ended Nov. 15, 1911, amounted to \$100,370.08 of which amount the sum of \$81,095.52 was for teaching service exclusively.

Two degrees are given in the College of Liberal Arts—A. B. and B. S. The degree of B. S. in



**Carnegie Library**

**Boyd Hall**

**Ewing Hall**

**Music Hall**

**Edis Hall**

**Gymnasium**

**Women's Hall**



Education is given those who complete the four year courses in the State Normal College. To receive either of these degrees the student must have a credit of not less than 120 semester hours based upon at least 15 units of secondary work. Each semester covers a period of nineteen weeks and each recitation period represents fifty-five minutes of actual class-room work. The field of instruction covered is shown by the following classification of colleges and departments; College of Liberal Arts; the State Normal College; the College of Music; the College of Oratory; the School of Commerce; the Department of Physics and Electrical Engineering; the Department of Mathematics and Civil Engineering, and the Department of Drawing and Painting.

The courses of instruction offered in the State Normal College are as follows: Normal Preparatory Course; Course in Elementary Education; Course for Principals and Superintendents; Course for College Graduates; and courses in Domestic Science, Manual Training, and Agricultural Education. The departments of the College include the State Preparatory School; the State Training School; the Kindergarten School; the Rural Training School; and the Departments of Public-School Drawing, Public-School Music, and Public-School Art.

The roll of Presidents of Ohio University is as follows: Jacob Lindley, A. M., 1808-1822; James Irvine, A. M., 1822-1824; Robert C. Wilson, D. D., 1824-1839; William H. McGuffey, D. D., LL. D., 1839-1843; Alfred Ryors, D. D., LL. D., 1848-1852; Solomon Howard, D. D., LL. D., 1852-1872; William H. Scott, A. M., LL. D., 1872-1883; Charles W. Super, Ph. D., LL. D., 1883-1896; Isaac Crook, D. D., LL. D., 1896-1898; Charles W. Super, Ph. D., LL. D., 1898-1901; Alston Ellis, Ph. D., LL. D., 1901—

NOTE: Dr. McGuffey's resignation was accepted, Nov. 25, 1843, and Dr. Alexander McGill, of Allegheny, Penn., was elected to succeed him. When Dr. McGill declined to accept the presidency it was offered to Dr. James Hoge, of the University Faculty, who also declined to accept the position. From 1843 to 1845, the executive work was in charge of a Faculty committee with Dr. M. W. Mather, the Vice-President, as Chairman.

In 1845, college classes were suspended, but instruction in the Academy continued. Dr. Ryors accepted the presidency in 1848, at which time, regular work in all departments was

resumed.—Athens, Ohio, *Daily Messenger*, February 23, 1912.

## Eleven Years of History at Ohio University

By Alston Ellis

The history of the early days of Ohio University is a matter of record. It can be found in interesting and reliable form in different publications sent out by the University and in numerous newspaper and magazine articles. Regarding the University, it may be said that its past history at least is secure. All who had part in the making of that history have engraved their names so deeply upon the University records that they will remain there as long as the institution itself shall exist.

In what follows, the information sought to be conveyed will be presented chiefly in statistical form.

I came to the executive office of the University July 18, 1901, so that I have now completed the eleventh year of my administrative work in connection with it. It seems a fit time to present in concise and intelligible form some patent evidences of institutional growth and well-being as shown by records that have been carefully kept and have a story of their own to tell.

Numbers in college halls do not mean everything, but they do give some evidence of the extent to which an educational institution is fulfilling its mission in serving the people who support it. The following table showing numerical growth in student enrollment is made up from the records in my office:

### Enrollment of Students.

Years.	Fall Term.	Winter Term.	Spring Term.	Summer Term.	*Total.
1901.....	220	230	249	102	405
1902.....	259	215	250	236	419
1903.....	324	252	287	423	551
1904.....	358	295	387	557	833
1905.....	466	345	394	650	1,047
1906.....	491	429	544	656	1,272
1907.....	549	462	536	678	1,319
1908.....	631	538	573	623	1,386
1909.....	650	638	703	731	1,462
1910.....	647	624	634	776	1,597
1911.....	705	652	692	892	1,687
1912.....		702	739	1,002	1,832

\*No student enrolled twice.





**EDWIN WATTS CHUBB, LITT. D.,**  
Professor of English Literature and Rhetoric, and Dean of the College of Liberal Arts

Herewith are presented some interesting figures bearing upon the distribution of some of the enrolled students under four classified heads. There is some duplication of names as between the College of Liberal Arts and the State Normal College but not enough materially to affect any conclusion naturally suggested by the figures given:

Year.	College of Liberal Arts.	Irregu- lars and Specials.	Prepara- tory School.	State Normal College.
1902.....	97	18	234	...
1903....	126	20	164	102
1904.....	159	20	205	180
1905....	164	14	264	179
1906.....	239	36	249	314
1907.....	261	35	258	356
1908.....	336	40	273	344
1909....	397	50	279	417
1910....	418	53	253	586
1911.....	567	43	201	649
1912.....	648	45	213	643

On Commencement Day, June 13, 1912, degrees were conferred and diplomas granted as follows:

Masters' degrees, honorary.....	8
Masters' degrees, in course.....	8

Baccalaureate degrees:

College of Liberal Arts.....	52
State Normal College.....	21

Diplomas without degrees:

Elementary Education.....	45
Kindergarten Course.....	2
Agriculture.....	4
Manual Training.....	1
Public-School Music.....	14
Public-School Drawing.....	6
Two-Year Course in Electrical Eng.....	7
Two-Year Course in Civil Engineering..	8
College of Music.....	8
School of Oratory.....	3
School of Commerce.....	12
Certificate in Stenography, Typewriting, and Accounting.....	8
Certificates in Stenog. and Typewriting	11
Certificates in Accounting.....	12
Certificate in Rural Training.....	1

The whole number of degree graduates, of baccalaureate rank, in the history of the University, is men, 669; women, 159; total, 828.

The following table shows the number of such degrees conferred within the last eleven years:

Baccalaureate Degrees Conferred.

Year.	A.B.	Ph.B.	B.S.	B. Ped.	Total.
1902.....	4	7	1	0	12
1903.....	5	10	1	0	16
1904.....	2	10	3	1	16
1905.....	0	4	4	2	10
1906.....	7	11	1	3	22
1907.....	1	4	6	1	12
1908.....	3	11	2	0	16
1909.....	6	17	6	4	33
1910.....	7	8	9	6	30
1911.....	8	20	10	15	53
1912.....	26	2	24	21	73

Women were admitted to all University privileges in 1871. Miss Margaret Boyd, the first woman graduate, was in the Class of 1873.

"Boyd Hall," one of the dormitories for women, is named in her honor.

Below is shown the degrees conferred upon women graduates of the University in the last seven years:

Year.	A. B.	B. S.	Ph. B.	B. Ped.
1906.....	3	1	4	1
1907.....	0	0	2	2
1908.....	2	0	3	0
1909.....	2	0	6	2
1910.....	3	1	3	2
1911.....	2	0	11	6
1912.....	17	1	1	13

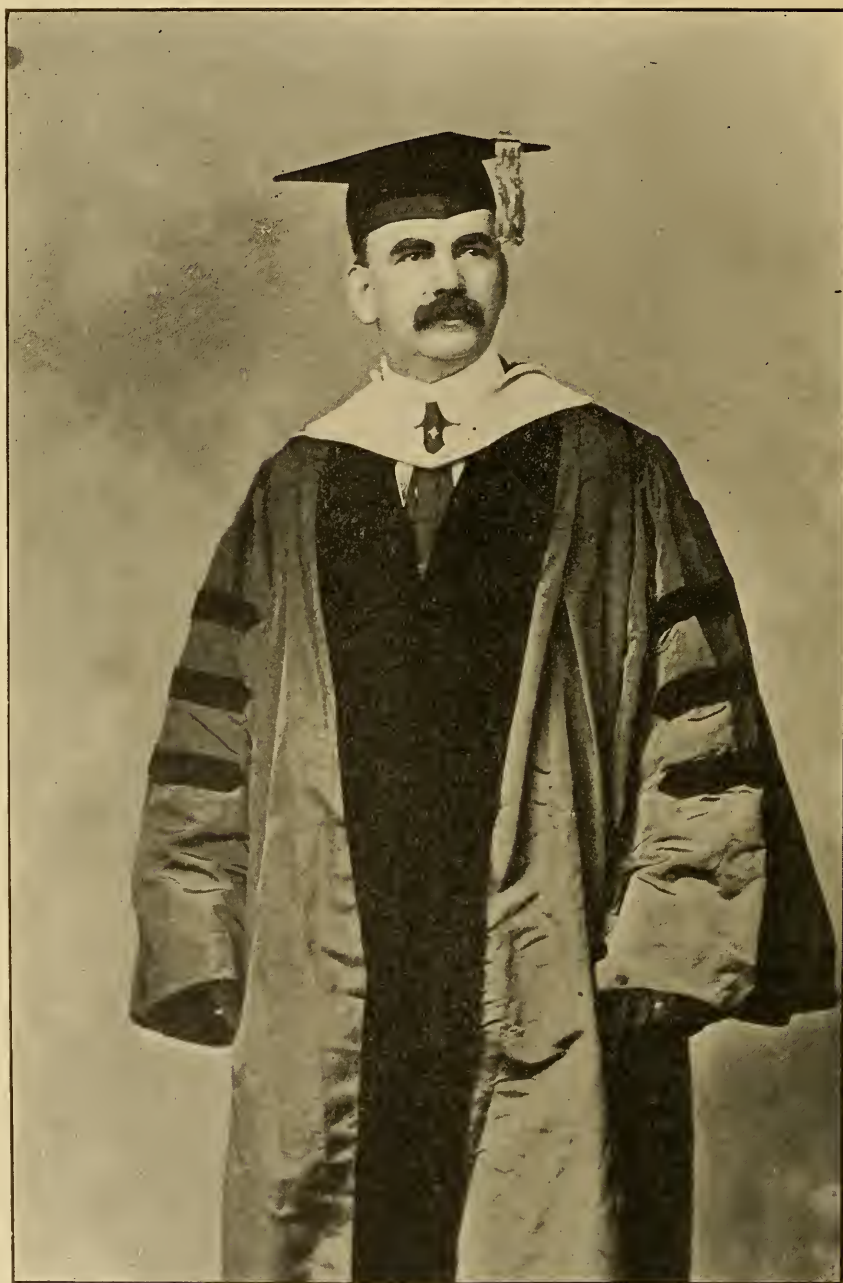
The Salary Roll, as exhibited herewith, includes the compensation of instructors, Board Officers, and engineers and janitors:

Year.	Salary Roll.
1901.....	\$ 31,166.64
1902.....	46,933.33
1903.....	47,660.00
1904.....	49,174.86
1905.....	59,260.00
1906.....	63,170.00
1907.....	70,876.00
1908.....	77,646.00
1909.....	84,590.00
1910.....	96,750.00
1911.....	104,070.00
1912.....	114,600.00

The financial support of the University is now derived from three sources, namely, the mill-tax, special appropriations, and local receipts from incidental fees, rents, and the interest on permanent funds.

From 1881 to 1896, inclusive, the State gave the University special appropriations, aggregating \$142,619.99.

The mill-tax support came as a result of legislation had in 1896. From this source the University received in 1897-1902, inclusive, the sum of \$176,127.87.



HENRY G. WILLIAMS, A. M. PED. D.,  
Professor of School Administration, and Dean of the State Normal College



The present state mill-tax support of the University and the State Normal College is as follows: O. University, .0085 of a mill; S. N. College, .005 of a mill; Total, .0135 of a mill. Realty and personalty in Ohio were assessed at \$6,173,000,000 in 1911. The authorized tax on this sum would give the University an annual income of \$52,470.50 and the Normal College, \$30,865.00—a total of \$83,335.50. A legislative act authorizes the Auditor of State to draw warrants on the State Treasury to increase the mill-tax support enough to give the University \$62,500 and the Normal College \$37,500—a total of \$100,000. Expectation is that the increased valuation of personalty in Ohio will cause the mill-tax to produce an annual revenue of not less than \$100,000.

The total tax rate in Ohio, for all state purposes, is .451 of a mill, divided as follows:

Common Schools,	.3350	of a mill
Irreducible Debt Interest,	.0335	" "
Ohio State University,	.0335	" "
Ohio University,	.0085	" "
O. U. Normal College,	.0050	" "
Miami University,	.0085	" "
M. U. Normal College,	.0035	" "
Wilberforce University,	.0035	" "

Total.....4510

Special appropriations within the last ten-year period are shown as follows:

Year.	Amount.
1902-1903.....	\$10,000.00
1903-1904.....	10,000.00
1904-1905.....	40,750.00
1905-1906.....	42,000.00
1906-1907.....	52,000.00
1907-1908.....	76,250.00
1908-1909.....	89,500.00
1909-1910.....	64,948.00
1910-1911.....	93,500.00
1911-1912.....	95,750.00

Total.....\$574,698.00

Within the last six years, the sum of \$98,650 has been paid out for real property, and improvements thereon, needed for University purposes as follows:

Three lots, site of present Heating Plant	\$ 6,500
Lot and building, corner of College and Union streets.....	30,000
Lot and building, corner of University Terrace and Park Place.....	9,000
Lot and building adjoining the above, on Park Place.....	6,650
Lot and building on President street....	9,000
Athletic Field.....	4,500
Lot and building on South Court street	6,500
Lot and building on University Terrace	13,500
Three lots and buildings on College street, north of Woman's Hall....	13,500

Total.....\$98,650

These lots are now permanent holdings of the University—or the State of Ohio, which is the same thing. The necessary purchase money did not come in the form of *special* appropriations but was taken from the *general* revenue of the University, all but \$5,000 from local funds.

Names of new buildings and statement of other permanent improvements are set forth below. In a few cases the partial cost of equipment is included in the sums reported:

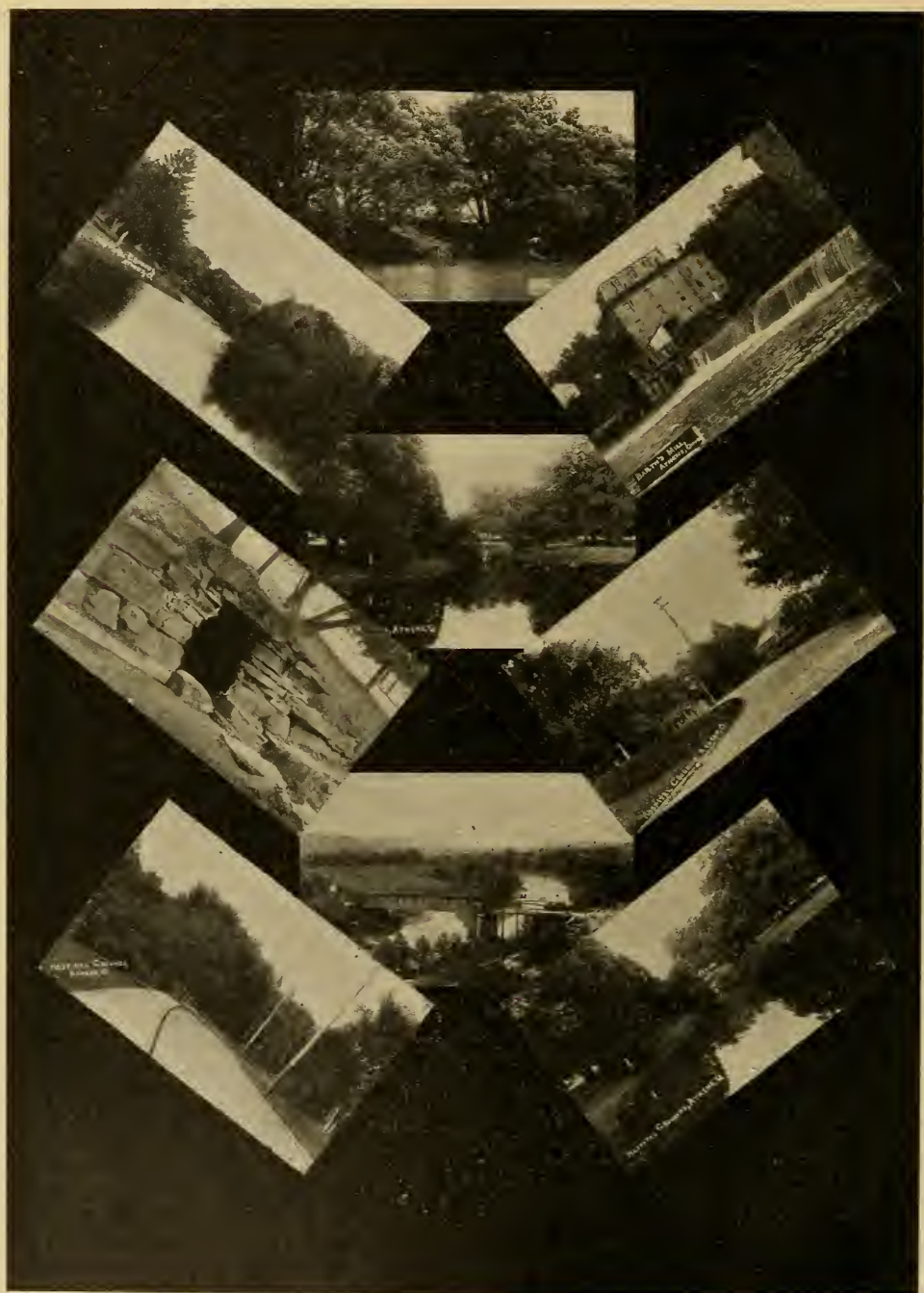
1. Ellis Hall.....	\$112,237.22
2. Heating Plant and connections..	57,448.00
3. Improvement of Ewing Hall....	3,500.00
4. Remodeling East Wing and West Wing.....	15,000.00
5. Carnegie Library.....	60,000.00
6. Boyd Hall.....	61,000.00
7. Gymnasium.....	53,000.00
8. Addition to Women's Hall.....	39,750.00
9. Science Hall.....	95,000.00
10. Normal College Training School, to cost complete \$55,000.....	27,500.00
Total.....	\$524,435.22

Items 1, 2, 3, 4, and 9 show *exact* figures; all others show close approximations.

Since 1904, the sum of \$64,000 has been appropriated for payment of bonds and interest. Within the same period, the bonded indebtedness of the University has been reduced from \$55,000 to \$5,000.

The best evidence of institutional prosperity is not shown in grounds, buildings, equipments, and money support—so many witnesses of mere material well-being—not even in the rapid growth of student enrollment, but in the amount and character of the instruction given by teachers and made most helpful to students.

Have standards of scholarship been lowered in order to swell the student enrollment to a point where, through it, stronger and more successful appeal for financial support can be made to the Legislature? The writer would not add much to his professional standing by having to confess that such a condition of affairs had come into the institution within his eleven years of administration. Abundant evidence is at hand to give an emphatic *No* to the question; further, to make clear to any mind, open to conviction, that not only has the domain of instruction been judiciously widened but that in all the departments of instruction existing eleven years ago there has been a marked advance in standards of scholarship. I make assertion that a college diploma at Ohio University means more now, in all desirable ways,



"BEAUTIFUL ATHENS"

than it did at the close of my first year of administration.

At the close of the college-year in June, 1902, there were in service, including the executive, twenty-seven persons constituting the entire teaching force in the College of Liberal Arts, the College of Music, the Commercial College, the Preparatory School, and the Department of Electrical Engineering. These colleges and departments, as named, rounded out all there was in the way of instruction accessible to students. Requirements for admission, save to the Freshman class of the College of Liberal Arts, were much below present standards. The then Preparatory course did not cover more than twelve units of secondary work. Now that course includes four years of secondary work and brings the student, upon its completion, not less than fifteen units of secondary credit. Then, very little attention was given to the scholastic attainments of those seeking instruction in the College of Music. Also, almost any one could secure admission to the classes in Stenography and Typewriting. To enter upon the work of the Department of Electrical Engineering required of the student the completion of two terms of Algebra and three terms of English, the latter including work in Literature and Rhetoric.

What is said in the last annual catalogue under the heading "Requirements for Admission" will show clearly that admission to the lowest *college* class in any department or college of the University is conditioned upon the student's completion of not less than fifteen units of secondary or high-school work. No one can receive a diploma, of any grade, from the University who has not a diploma from a high school of the first grade or who has not presented indisputable evidence of possessing equivalent scholarship.

In this connection some report of the extension of the field of instruction is in place.

"The Normal College of Ohio University" came as a result of an act of the Legislature passed March 25, 1902. Actual instruction began with the opening of the Fall term, September 9, 1902. Ten years of uninterrupted growth have followed. In the beginning four courses were offered as follows: a Preparatory Course, a Two-Year Collegiate Course, a Four-Year Collegiate Course, and a Special Course for those unable for any reason to take one of the regular prescribed courses. Also, there was a Model

School with a supervisor and two critic teachers. Since that first year of modest effort and results, the State Normal College has grown rapidly in student attendance and efficiency of service in a constantly widening field of effort until it is, to-day, an important factor in the training of hundreds of teachers for more efficient service in the schools of the country.

The academic and professional training given students by the Normal College is made of a specialized nature by the student's choice from the following courses of study:

1. A course for teachers of Rural Schools—*two years.*
2. Course in Elementary Education—*two years.*
3. Course in Kindergarden—*two years.*
4. Course in School Agriculture—*two years.*
5. Course in Manual Training—*two years.*
6. Course in Domestic Science—*two years.*
7. Course in Secondary Education—*four years.*
8. Course in Supervision—*four years.*
9. Professional Course for Graduates from reputable Colleges of Liberal Arts—*one year.*
10. Special Courses in Drawing—*Sufficient time to earn the special Certificate given.*
11. Special Course in Public-School Music—*Sufficient time to earn the Special Certificate given.*

Admission to any of these courses, save No. 1, is based upon graduation from a high school of the first grade or equivalent scholarship.

In June, 1904, Board action established a "Department of Civil and Mining Engineering." The catalogue of 1904-1905 gave description of two-year and four-year courses in "Electrical Engineering," and "Civil and Mining Engineering," the first leading to a diploma and the second to the degree Bachelor of Science in Electrical Engineering or Bachelor of Science in Civil Engineering according to the course completed.

In 1907, the four-year courses in Engineering were discontinued. The two-year course in Electrical Engineering was made a part of the work of the "Department of Physics and Electrical Engineering" and the two-year course in Civil Engineering was made a part of the "Department of Mathematics and Civil Engineering." That classification of the work exists to-day. Admission to either course in Engineering is based upon the completion of at least fifteen units secondary work.



# SOME PROMINENT STATE OFFICIALS



1. Lieutenant-Governor Hugh L. Nichols.
2. Attorney-General T. S. Hogan.
3. State Auditor E. M. Fullington.
4. Hon. William Green, President pro tem, Ohio Senate.
5. Hon. Samuel J. Vining, Speaker Ohio House of Representatives.
6. Hon. William N. Shaffer, Chairman Senate Finance Committee.
7. Hon. Harry L. Goodbread, Chairman House Finance Committee.

The offices of Field Agent and Alumni Secretary were created in 1906. In 1909, the two offices were united and the work of each put in charge of an "Alumni Secretary and Field Agent."

A "School of Oratory," was opened in September, 1909. A diploma is granted those who complete a thorough course, admission to which requires of the applicant evidence of the satisfactory completion of at least fifteen units of secondary credit. Thirteen students have graduated from this School since its establishment.

In 1907, the Kindergarten School was established. Two well-furnished rooms are in use. The instruction is under the direction of a Principal and one assistant teacher. Ten students have completed the diploma course in the last three years.

The Rural Training School came as an important addition to the Normal College in 1910. It is known as the Mechanicsburg School. Its supervisor and teachers are appointed by the University authorities.

The departments of Agriculture, Manual Training, and Domestic Science are of recent establishment and add necessary and desirable features to the range of work covered by the State Normal College. These three departments occupy ample quarters, well-equipped, and are in charge of instructors specially prepared for the important work they have in charge.

The School of Commerce, formerly called the Commercial College, now offers courses as follows:

1. A Collegiate Course—*two years*.
2. Special Courses in Accounting, Typewriting, and Stenography.
3. Teachers' Course in Stenography—*two years*.

Four instructors composed the teaching force of the College of Music in 1902. That force has been more than doubled within the last ten years.

The courses offered are as follows:

1. Course in Piano and Organ.
2. Course in Vocal Culture.
3. Course in Violin.
4. Course in Harmony and Composition.

In November, 1901, when my first report was made to the Board of Trustees, the Library and the Museum occupied cramped quarters on the

third floor of the Central Building. The annual cost of maintaining the Library, as then reported, was as follows: Librarian's salary, \$500; up-keep, \$372.15; total, \$872.15. One coming upon the campus can now find the Library without much inquiry and can gain easy entrance to its spacious and well-arranged quarters. The usefulness of its store of books and periodicals has been multiplied many times within the last ten-year period. The books added within that time number 19,830. The cost of Library maintenance is now not less than \$10,000 annually. Until about two years ago, the Museum had fallen into a state of "innocuous desuetude." Its specimens, some of them rare and of special value, were stored on antiquated shelves or nailed up in boxes. These have been released from bondage, cleaned and newly labeled, and placed in cases where their educational value may have effect. The present room used for their proper display is found in the basement of the Library building. The quarters are yet too cramped for the proper keep and display of the constantly increasing articles of interest and value that are coming to them.

Last but not least of the things worthy of mention is the matter of equipment. Thousands of dollars have been spent, in the period under consideration, in better equipping the old departments and in giving adequate up-to-date means of illustration to those conducting the work of each new department as it has been established. It is doubtless true that the cost of equipment within the last eleven years has been greater than was the cost of all equipment purchased within the fifty years prior to 1901.

The personal element is more than loosely connected with what has already been written. I would be less than human did I not feel pride—pardonable I hope—in the rapid upbuilding of the University in the eleven years in which I have been connected with it. Large and recognized credit for the present prosperous condition of the University is due elsewhere; but I confess to a feeling of pleasure whenever those in authority, and others whom I know and respect, connect my name and my efforts with the outcome of the recent efforts to build up the institution and to bring it to its own, in service and financial support, as the more than century old educational ward of the State of Ohio.

1804

Ohio University

1912

Athens, Ohio

# Annual Commencement

Nineteen Hundred and Twelve

## Program

### Sunday, June Ninth

10:30 A. M.—Baccalaureate Address, President Alston Ellis, LL. D.

3:00 P. M.—Union Meeting of the Y. M. C. A. and Y. W. C. A. Address by Chas. W. Super, LL. D. Ex-President of Ohio University.

7:30 P. M.—Annual Sermon, William H. Scott, LL. D. Ex-President of Ohio University.

### Monday, June Tenth

7:30 to 11:30 A. M.—Final Examinations Concluded.

3:00 to 5:00 P. M.—Exhibits of the Work of the Art Departments, Third Floor Ewing Hall and Fourth Floor Ellis Hall; Electrical Exhibit, First Floor, Ewing Hall.

7:00 P. M.—Reception to the Alumni and Visitors by the Literary Societies.

8:00 P. M.—Annual Oratorical Contest.

### Tuesday, June Eleventh

8:30 A. M.—Annual Meeting of the Board of Trustees.

10:00 A. M.—Closing Chapel Exercises.

1:30 to 3:00 P. M.—Entertainment by the Department of Oratory.

3:00 to 6:00 P. M.—Reception by President and Mrs. Ellis.

8:00 P. M.—Annual Concert by the College of Music.

### Wednesday, June Twelfth

9:30 A. M.—Senior Class Day Exercises.

2:00 P. M.—Alumni Base Ball Game.

6:30 P. M.—Alumni Dinner. Address by Miss Anna Pearl McVay, Litt. D. New York City.

### Thursday, June Thirteenth

8:30 A. M.—Academic Procession.

9:00 A. M.—Graduating Exercises.

1:30 P. M.—Adjourned Meeting of the Board of Trustees.





SCENES NEAR OHIO UNIVERSITY IN THE "GOOD OLD WINTER TIME"

# Ohio University

ATHENS, OHIO.

PROGRAM OF EXERCISES FOR THE OPEN-  
ING DAY OF COMMENCEMENT WEEK,  
SUNDAY, JUNE 9, 1912.

Baccalaureate Service.

10:30 a. m.

Solo, "Evening and Morning".....Spicker  
Miss Stewart  
Scripture Reading Matt. 6:19-25.....  
.....Dean H. G. Williams  
Prayer.....Dean E. W. Chubb  
Quintet, "List the Cherubic Host".....Gaul  
Miss Starr, Mrs. Millikan, Miss Falloon  
Mrs. Logan, Mr. Ridenour  
Baccalaureate Address.....  
.....President Alston Ellis, LL. D.  
"The Higher Life, and the Relation of  
School and College Education to It"  
Chorus, "One Sweetly Solemn  
Thought".....Ambrose  
Girls' Glee Club  
Benediction.....Rev. H. M. Thurlow

Union Meeting of the Y. M. C. A. and the  
Y. W. C. A.

3:00 p. m.

Hymn 122, "The Son of God Goes Forth  
to War"  
Scripture Reading Gen. 18:23-33, Eph. 6:10-18  
Miss Carrie Ricketts, Pres. Y. W. C. A.  
Prayer.....R. L. Morton, Pres. Y. M. C. A.  
Annual Address.....Ex-President C. W. Super,  
LL. D.  
"The Obligation of Service"  
Duet "By the Waters of Babylon".....Verdi  
Mr. Tom and Mr. Buchanan  
Benediction.....Prof. D. J. Evans

Annual Sermon.

7:30 p. m.

Solo "The Lord is My Light".....Marsh  
Miss Hughes  
Scripture Reading.....Dr. H. R. Wilson  
Prayer.....Prof. C. M. Copeland  
Quintet, "Thou Hast Tried Our Hearts".....Rossini  
Miss Sigler, Miss Roberts, Mr. Jones,  
Mr. Hastings, Mr. Schaeffler  
Annual Sermon.....Ex-President W. H. Scott,  
LL. D.  
Duet, "Power Eternal".....Rossini  
Mrs. Millikan and Miss Falloon  
Benediction.....Rev. L. L. Cherrington

# Baccalaureate Address

(Ohio University Auditorium, Sunday,  
June 9, 1912.)

"THE HIGHER LIFE AND THE RELATION  
OF SCHOOL AND COLLEGE  
EDUCATION TO IT."

By

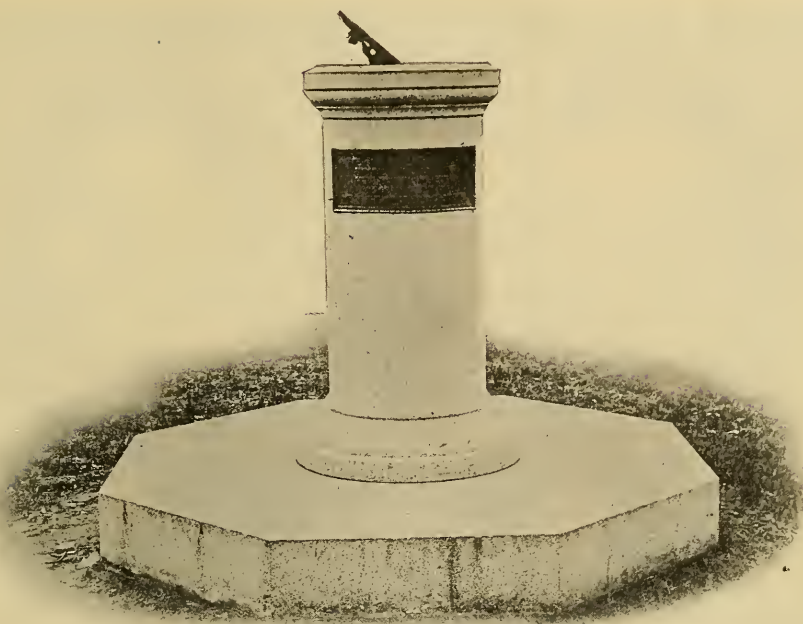
President Alston Ellis.

*Members of the Graduating Class, Fellow-  
Members of the Board and Faculty, Ladies  
and Gentlemen:*

*"A man's life consisteth not in the abun-  
dance of the things he possesseth."—Luke 12:15.*

We live in an intensely utilitarian age. The growing tendency is to magnify the value of mere material prosperity. The whisperings of a low prudence are heard everywhere and they are becoming louder—so loud, in fact, that they fill the ear of the oncoming generation to the exclusion of sweeter and better strains that speak of "plain living and high thinking," that promise the best of worldly happiness here and lasting well-being hereafter.

We are told that as a man thinketh in his heart, so is he, and that one is necessarily a part of all that he has met. All of us take on the coloring of our surroundings. If we go with mean people, our lives will reflect the meanness of that with which we come in contact. The vile can not be touched with hope of immunity from its contagion. If we grow into the image of that which we admire, how important it is that our affections be placed aright. Thackeray advises his young hearers to learn to admire rightly for by so doing they will find the greatest pleasures in life; to note what the great men admired, that all such admired great things; and that narrow spirits admire basely and worship meanly. "Has the wisdom of St. Paul become too antiquated for the up-to-date youth of the present age? In his message to the Philippians he earnestly admonishes them to think on whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, and whatsoever things are of good report. Put the principle of the Golden



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Rule into the thought and activity of our people and words would be inadequate to describe the changes that would come into our social, business, and national life. Then the fatherhood of God and the brotherhood of man would be more than a meaningless phrase to be used glibly and unthoughtedly by the self-righteous and the self-satisfied."

It is senseless to rail indiscriminately against wealth. Money is the root of evil only when it is in the grasp of evil-minded people who have no just conception of the responsible stewardship its possession brings with it. That the tendency of modern educational effort is in the direction of money-seeking and money-worship can not be denied. Every new study that is forced into an already overcrowded curriculum has behind it the almost irresistible force of pure commercialism. Some time-honored studies that once had effect in rightly stimulating the imagination, cultivating the sensibilities, refining the taste, quickening the conscience, strengthening aright power of will and touching with vivifying force the whole intellectual

being of the student—in a word forming *Character*, which Emerson says is the highest word at which philosophy has arrived—have been crowded down into an unimportant place in the recitation programme or inconsiderately forced out of it altogether. The old is not to be revered simply because it is such. When ideas and practices based thereon have become antiquated and useless they should be abandoned. The caution against undue haste in such matters ought not to be needed. The patriot of Revolutionary days had but one lamp by which his feet were guided and that was the lamp of experience. In the school of experience, with common sense as a teacher, much of worldly and perennial wisdom may be learned. There are certain things that never grow old. They are the eternal verities. Truth is truth to the end of the reckoning. The avenues leading to it may be various but they all take the traveler to the same end at last. If there ever was a time that the cultural in education had value, it is right now when the pressure towards the so-called



COMMENCEMENT SPEAKERS



1. Charles W. Super, LL. D.
2. President Alston Ellis.
3. Anna Pearl McVay, Litt. D.
4. William H. Scott, LL. D.

*Practical* is so increasingly vigorous. Take the present tendency in educational life and push it to the extreme—let it add what it will to the number of the already too many millionaires and multimillionaires—let it make us as a nation, the richest people on the globe—and what then? There are some things prized by the unthinking that are secured at too great a cost. The history of nations shows that national perpetuity is not based upon the accumulation of wealth or the development of vast material resources. Bacon calls riches the baggage of virtue; “for as the baggage is to the army, so is riches to virtue—it cannot be spared nor left behind, but it hindereth the march.” If riches are an obstacle to the onward march of virtue in this life, we may rest well assured that they will not be permitted to retard the onward movement of God's purposes in the next. Dives will have to lay down his burden at heaven's gate, and it may be that he will then be so weary in carrying it that he will not have strength enough to pass through. The rich man who has accumulated by just means, who at the outset of his career took to heart and counsel Bacon's advice—“Seek not proud riches but such as thou mayest get justly, use soberly, distribute cheerfully, and leave contentedly”—will prove no wrecker of his own well-being now or hereafter or bring with his own good fortune any menace to the happiness and just claims for consideration of others. Cicero commends the effort to secure riches if it is prompted not for the gratification of avarice but as a means of beneficence. Omitting a few noteworthy exceptions, it may be said that great wealth has wrecked more lives than it has enriched by worthy motives made effective in good works. In most that goes to elevate and ennoble character, the rich men might say with one of the characters in the “Fatal Marriage”—

“Why that which damns most men has ruined me;

The making of my fortune.”

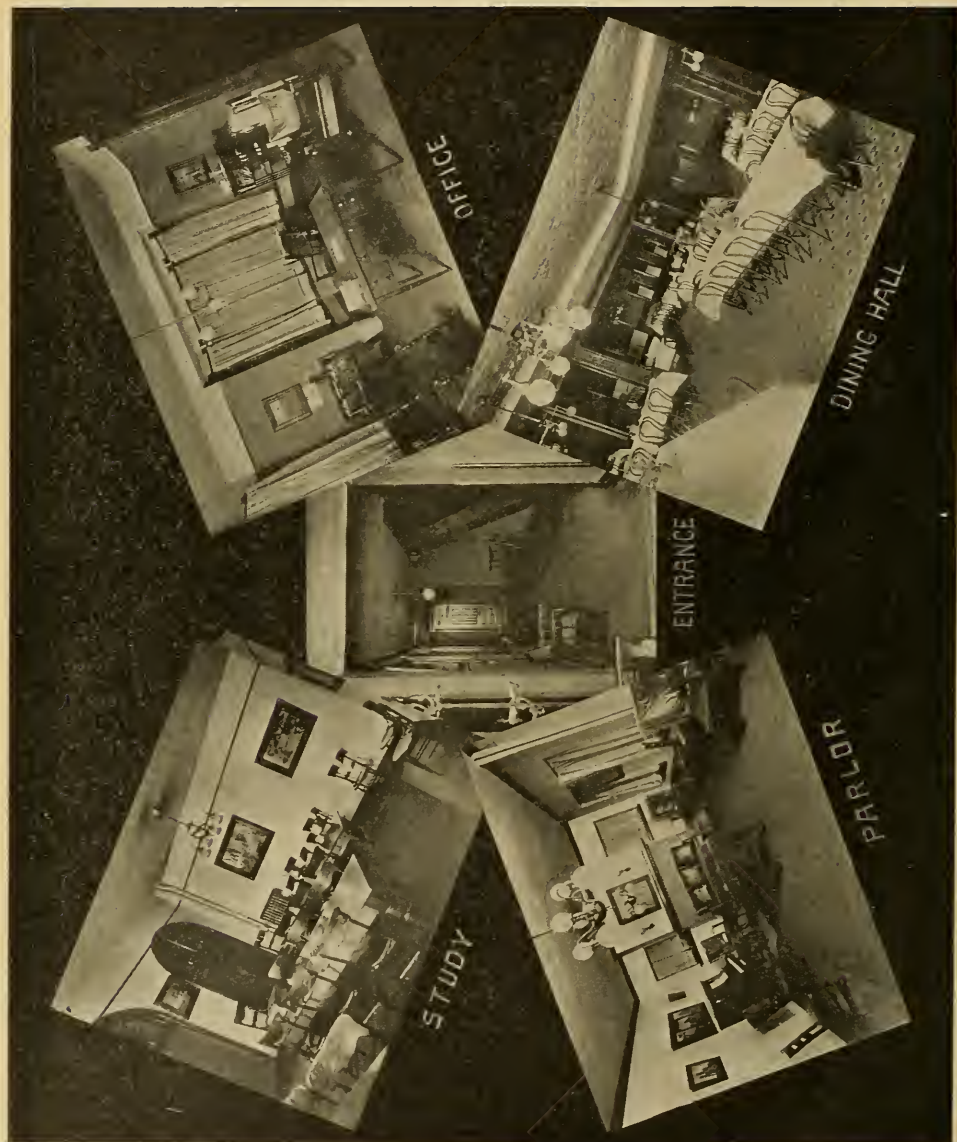
With the baleful experience of the centuries behind us we seem willing to hasten along the path which the flaming torch of history shows us leads inevitably to enervated manhood and national decadence.

“A man rich only for himself, has a life as barren and cheerless as that of the serpent set to guard a buried treasure.”

The right kind of education—a happy and

logical blending of the cultural and practical—will give the one brought under its developing power ability to gain a livelihood in some honest and useful vocation and at the same time will instruct him that “the life is more than meat and the body more than raiment.” Wherewithal shall I be fed, clothed, and housed? may be the first question which nature forces upon him for answer but it will not be the final one. After all, the temporal questions that bear upon the life to come are the ones of greatest importance in view of man's present and future existence and the relation subsisting between them. It is a one-sided, a fatal training, that ignores eternal for temporary advantage. Worth may make the man but we must not add to the poet's meaning that the more he is worth the worthier he becomes in the estimation of the public. We surely do not want our education to make a general condition of that which exists in some localities where the learned pate ducks to the golden fool. The aristocracy of intellect is not much heard of where upstart wealth holds sway. Let us not make the worship of the Golden Calf as much a reality among our people as it ever was under Sinai. Some intelligent foreigner has said of America that it always brought before his imaginative mind a long trading counter stretched along the Atlantic sea-board with a lot of shrewd, unscrupulous Yankees standing behind it ready to victimize honest tradesmen who might have occasion to barter with them.

The unscrupulous use of money clogs the wheels of justice in our courts of law. The law-breaker who has money to pay shrewd and unprincipled lawyers can through their efforts emphasize the law's delays and in time wear out the patience and energy of court officers until finally they follow the line of least resistance and the moneyed law-breaker is permitted to go unpunished. Are we fast approaching a time when the lines of Shakespeare have application to conditions existing among us? “Plate sin with gold and the strong lance of justice hurtless falls; arm it in rags, a pigmy's straw doth pierce it.” No wonder that Milton speaks of Mammon as the least erected spirit that fell from heaven. Commercialism in education suggests commercialism in marriage. The marital troubles of the rich are becoming a stench in the nostrils of decency. Put the pursuit of money above love and conscience and the marriage state that may come with its possession often



INTERIOR VIEWS, WOMEN'S HALL



becomes a miniature hell on earth, a speedy escape from which is sought in the divorce court. What think you of the mercenary spirit of which the following lines convict the young man with a desirable marriage in view?:

Quoth Tom, "though fair her features be  
It is her figure pleaseth me."

"What may her figure be," I cried.

"One hundred thousand," he replied.

Recently I read in the columns of a newspaper the names of forty-six American heiresses who had made their fortunes serve their purpose in buying titles attached to some foreign scape-grace and impecunious roue. The amount of money carried out of this country by the titled counts, no-accounts, and princes footed up the modest sum of \$174,850,000. It is within truth to say that no part of this vast sum was really *earned* by the silly-pated women by the sale of whose persons it went to other shores. To say that *Love* had any part in bringing most of these people together in the marriage bond is to prostitute the term. Five of these women are reported as living in some kind of decency and happiness with their husbands; the others if they had sense enough could write a telling essay upon "Reaping As We Sow;" or "Sowing the Wind and Reaping the Whirlwind." From this small American colony abroad, twenty-seven divorces and seven permanent separations are reported. The women of the street, poor, ignorant, misguided, and wronged creatures as they often are, may move our pity as we see their wretched situation; but these are worthy of more respect than are the children of wealth, as above referred to, who sell the charms of womanhood at the low price received.

In the midst of all this hurly-burly of money-making agencies, with the cry for more men to make more money, with insistent request that our educational institutions rush their inmates out into the maddening whirl of business prepared to increase its velocity, it is well for thoughtful people who have some sane conceptions of life's duties, with words of soberness and truth emphasized by the experiences of the past, to hold up higher ideals before the youth of the land than those to which they are pointed by the index of a growing popular demand.

Thoughts of men like Emerson, Ruskin, and Lowell may not have much weight with those now most active in pushing the so-called practical ahead of everything else in our plans for general education; yet I venture to quote some

striking sentences from their writings. Says Emerson: "The aspect this country presents is a certain maniacal activity, an immense apparatus of cunning machinery which turns out, at last, some Nuremberg toys. Has it generated, as great interests do, any intellectual power? Where are the works of the imagination—the surest test of national genius? At least as far as the purpose and genius of America is yet reported in any book, it is a sterility and no genius. One would say there is nothing colossal in the country but its geography and its material activities; that the moral and intellectual effects are not on the same scale with the trade and production. There is no speech heard but that of auctioneers, newsboys, and the caucus."

The language quoted was given to the public sixty-four years ago when school and college courses were not crammed with subjects supposed to have vital connection with bread-winning and money-making. It is the education of that day that is now looked upon with disfavor by the advocates of vocational training—those who would articulate our schools and colleges more closely with the farm, the shop, the factory, and the counting-room. Does it ever occur to the critics of the old-time courses, that placed much stress upon the cultural in education, especially in its advanced stages, that in some way their completion sent the youth away from school and college halls pretty well-equipped physically, mentally, and morally to play an important, a manly, and a successful part in the field of effort ahead of school and college days? Every one of my classmates in college went forth from the exercises of commencement day with no *Special* preparation for *Any* vocation. Few of them had fixed purpose as to the work in which they would engage. No one of them was without that general training that could be made serviceable in directing to success in almost any calling known in his day. The general training they had received with its cultural basis made the days of apprenticeship in any calling, open to them, few. The old-time college with its curriculum of Latin, Greek, mathematics, and philosophy did an important work and did it well. Electives, sometimes another term for "snaps," were few and far between. When a student had completed its prescribed course, the educated world outside of college had some gauge by which to measure his intellectual attainments. This same world knew also, by experience, that mental weaklings and moral

HONORARY DEGREES—MASTER OF ARTS



1. Samuel L. McCune.
2. Strickland Gillilan.
3. Charles F. Blake.
4. Morris A. Henson.

5. Frank W. Moulton.
6. Josephus T. Ullom.
7. Clyde F. Beery.
8. Samuel K. Mardis.



delinquents were not, in any considerable number, produced by that kind of training. Further, it saw that this educated product was, in the main, a virile product, strong in character and self reliance, and able to make its influence felt in the professions, in the marts of trade, and where brain and brawn were needed in exploiting the material resources of the country.

Ruskin, England's art critic and social reformer, uses language as pointed and clear in meaning as that of our own Emerson. Hear him as, not without reason, he rebukes the mercenary spirit of his countrymen. "The first of all English games is money-making. That is an absorbing game; and we knock each other down oftener in playing at that than at football, or any other roughest sport; and it is absolutely without purpose; no one who engages heartily in that game ever knows why. Ask a great money-maker what he wants to do with his money—he never knows. He doesn't make it to do anything with it. He gets it only that he *May* get it. "What will you make of what you have got?" you ask. "Well, I'll get more," he says. Just as at cricket you get more runs. There's no use in the runs, but to get more of them than other people is the game. And there is no use in money, but to have more of it than other people is the game. \* \* \* It is physically impossible for a well-educated, intellectual, or brave man to make money the chief object of his thoughts; as physically impossible as it is for him to make his dinner the principal object of them. \* \* \* You will find it quite indisputably true that whenever money is the principal object of life, with either man or nation, it is both got ill and spent ill; and does harm both in the getting and in the spending."

Lowell says that Science has Art for her elder and fairer sister, "whom" he adds, "we love all the more that her usefulness can not be demonstrated in dollars and cents."

Suggestive quotation from his Harvard Anniversary address, delivered in 1886, is as follows:

"What and to what end should a university aim to teach now and here in this America of ours whose meaning no man can yet comprehend? And, when we have settled what it is best to teach, comes the further question: How are we to teach it? Whether with an eye to its effect, on developing character or personal availability, that is to say, to its effect in the conduct of life, or on the chances of getting a livelihood? Perhaps we shall find that we must

have a call for both, and I can not see why the two need be incompatible; but if they are, I should choose the former term of the alternative. \* \* \* Many-sidedness of culture makes our vision clearer and keener in particulars."

The royal mendicant, in the Arabian Nights, when asked by the tailor whether he knew any trade by which to make gain, replied that he was acquainted with the law, was a student of sciences, a writer, and an arithmetician. "Thy occupation," said the tailor, "is profitless in our country; there is no one in our city acquainted with science or writing, but only with getting money."

From the quotations given, together with the introductory sentences of this address, my views as I shall further present them are foreshadowed. I look with misgiving upon the evident commercializing of so many of our educational agencies. I am not opposed to the training of the mind, eye, and hand in happy and effective relationship. If, however, that union, as brought into being by some self-styled educational reformers, means the supplanting of everything cultural by everything practical, with mercenary tendency, the divorce can not come too soon. I desire to have, and am willing that others shall have, some knowledge that can not be coined into money. The mere pleasure of seeking to know and the feeling that the seeking has not been in vain are not, with beings endowed with reason and other divine attributes, objects unworthy of pursuit. There are different ways of looking at things. The mountain stream that dashes by at your feet may suggest to your mind something more than power going to waste. The surface of the pool into which you look may reflect the stars to your delight; yet beneath is the mud. Doubtless you could focus vision upon either object as volition might effect.

One of the characters in Bayard Taylor's "Hannah Thurston" says of the leading personage in that interesting novel, "She would make every stream turn some kind of a mill, while I am willing to see one now and then dash itself to pieces over the rocks for the sake of the spray and the rainbows." There are some who think that school and college have a higher purpose than to send out generation after generation of Peter Bells into the world. Wordsworth's unimaginative dullard and plodder saw nothing more in the primrose by the river's



brim than he was able to see in any weed growing by the roadside. Who could expect such a personage to quote Bacon's "Studies serve for delight, for ornament, and for ability" with any intelligent appreciation of their content? How could such a one ever be brought to understand that "the general counsels and the plots and marshalling of affairs come best from those that are learned?"

"If beauty was in use," as Lowell expresses it, "the factory would add grace to the river, and we should turn from the fire-writing on the

wall of heaven to look at a message printed by the magnetic telegraph."

Turn to that beautiful passage in Joel 2:28, and it is meaningless, a mere putting together of words, to the one who has but little mental and no spiritual outlook: "And it shall come to pass afterward, that I will pour out my spirit upon all flesh; and your sons and daughters shall prophesy, your old men shall dream dreams, and your young men shall see visions." What did Solomon mean when he said, "Where there is no vision, the people perish?"



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He didn't mean that the seeing of ghosts was necessary to the preservation of life. There are those who can not see a thing otherwise than by ordinary sight; an imaginary or a prophetic sight such as came to DeQuincey or Isaiah would take them out of their narrow wits in the twinkling of an eye.

What is the practical and what the impractical in education? The world's wisdom has not yet made the final answer to that question. Archbishop Whateley says that there is hardly any branch of knowledge of which one could venture to pronounce that it could not, in good hands, prove of direct utility. All this leads to the repetition of the question, "What knowledge is of most worth?" If utility is the chief component of knowledge, Bacon had not reached the inner meaning of the term when he defined knowledge as that which enables one "to give a true account of his gift of reason, to the benefit and use of men \* \* a rich storehouse for the glory of the Creator and the relief of man's estate."

Melancthon, one of the reformers contemporary with Luther, pleads for learning divorced from utilitarian ends in the following words: "By our example we must excite youth to the admiration of learning and induce them to love it for its own sake and not from the advantage they may derive from it. The destruction of learning brings with it the ruin of every thing that is good—religion, morals, and all things human and divine."

The perennial value of things intellectual and spiritual, unmixed with material interests, was recognized to the fullest extent by Emerson in whatever he had to say to the public. Hear a paragraph from his address on "Literary Ethics" delivered at Dartmouth College as long ago as 1838:

"When you shall say, 'As others do, so will I; I renounce, I am sorry for it, my early visions; I must eat the good of the land and let learning and romantic expectations go until a more convenient season'—then dies the man in you; then once more perish the buds of art, and poetry, and science, as they have died already in a thousand men."

Wisdom has been defined to be "knowledge with capacity to make due use of it." What is the *Due* use of any human quality whether it be physical, mental, or spiritual? When final answer is reached the end of temporal things will be at hand. Centuries before Christ, Job asked,

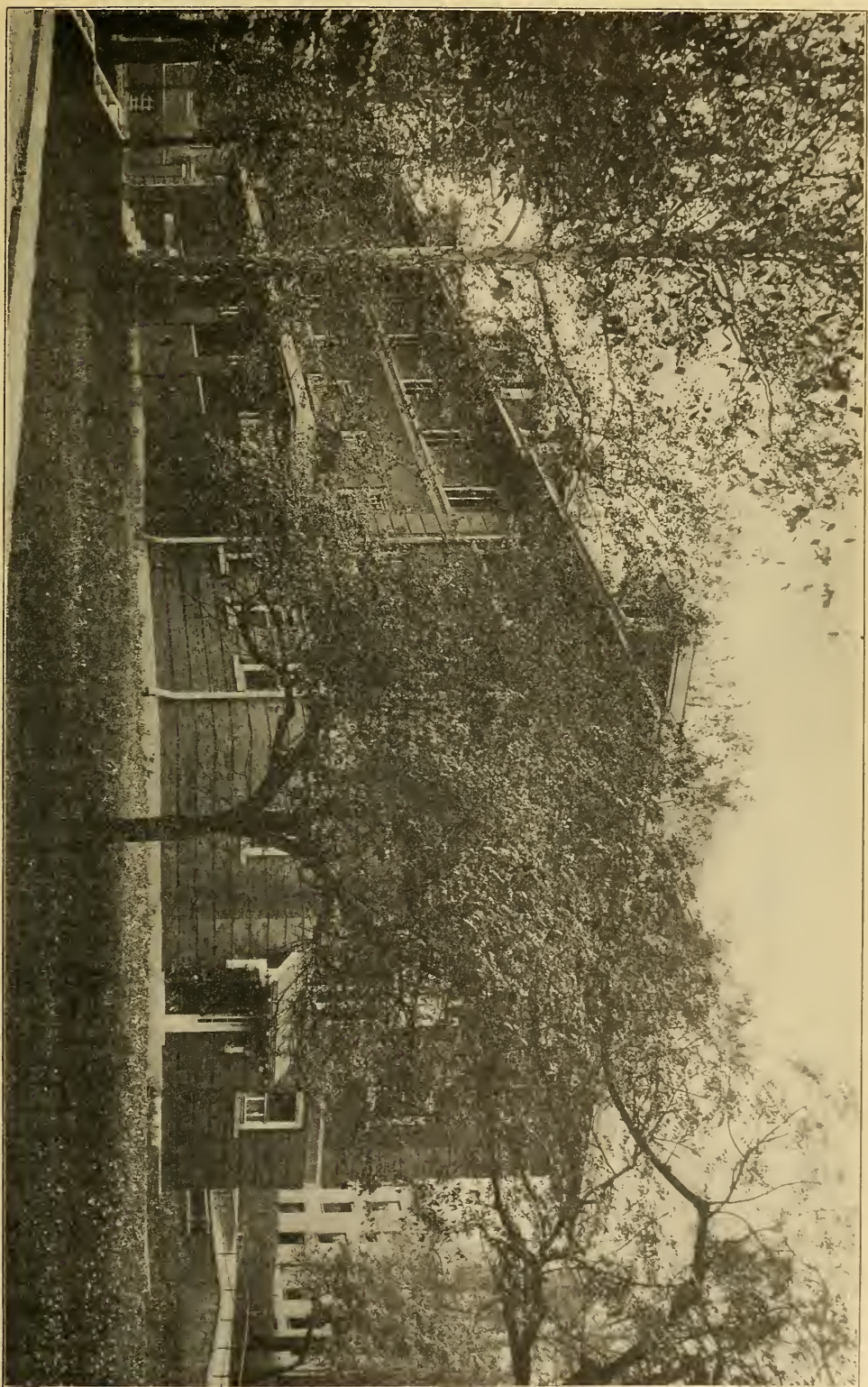
"Where shall wisdom be found and where is the place of understanding?" The answer given, in connection with the inquiry is not all-embracing, but it has deep significance: "The fear of the Lord, that is wisdom; and to depart from evil is understanding." Solomon made a like inquiry, "Who is the wise man and who knoweth the interpretation of a thing?" Again comes the answer: "The fear of the Lord is the beginning of wisdom, and knowledge of the Holy is understanding." In Gibeon, Solomon had a dream in which the Lord said, "Ask what I shall give thee." The prayer of Israel's king was for an understanding heart and the power to discern between good and bad. This prayer may not have been offered in the most practical terms, as some would define them to-day, but its answer brought to its petitioner riches, and honor, and length of days. "True wisdom, indeed," says Whipple, "springs from the wide brain that is fed from the deep heart." Whateley's definition is more logical, appealing to the intellect rather than to the sensibilities: "True wisdom consists in the ready and accurate perception of analogies. Without the former quality, knowledge of the past is uninstruction; without the latter, it is deceptive."

There are persons well content to govern their actions by what is expedient. The end to which they direct their efforts is the success that inures to their personal profit. These are not great souls, for Aristotle says, "Always to be hunting after the profitable ill agrees with great and free born souls."

Quotations from the Bible and from the classics, in support of the views I hold, may not bring with them convincing force to those who, in the rush of business, have had no time or inclination to familiarize themselves with the contents of either. Some ears can hear no sound save that which comes from the appeal of some selfish interest.

Let us hear what some modern thinkers, men of energy and successful use of it, have to say upon the subject now under consideration. Hon. Elmer E. Brown, until recently U. S. Commissioner of Education, now President of New York University, says: "The ability to apply one's knowledge in constructive operations for the public is to be sought and prized, but there is also an everlasting need in our universities of that patient and lonesome absorption of the scientist and the scholar, who can not do things in the world of affairs, but if given time





BOYD HALL.

will make his way to the fire of the gods and fearlessly bring it down to men."

In February, 1911, former Governor Curtis Guild, of Massachusetts, appeared before the Northeastern Ohio Teachers' Association, at Cleveland, Ohio, with a strong plea for ideals in education. "The headlong rush for technical education, for the so-called practical education," he said, "may be carried to extremes. If we need the technical schools to train leaders in industry, we need the colleges of liberal arts to train leaders in citizenship." About the time the meeting just referred to was in progress, an alumni committee of Amherst was making recommendation that their *Alma Mater* should take a distinctive position as a representative in individual training and general culture. The present time is opportune for the inauguration of the new regime as it is one "when education is assuming so largely a technical character and when in the universities the work of teaching is to so great an extent performed without relations of personal contact and influence between teacher and student." The committee's report closes with recommendation that the purely scientific courses at Amherst be discontinued and that more Latin and Greek be added to the curriculum."

Ex-President Roosevelt, commenting on the committee's report in the February, 1911, issue of "The Outlook," agrees, in the main, with its recommendations and then expresses his own views of the question involved at some length. He lauds an education which will be of "high value to the public by training statesmen and leaders of public thought in civics, in the history of government, in the development and significance of institutions, in the meaning of civilization"—all this "as a desirable substitute for the effort personally to equip a man for a trade." "A knowledge of science" he adds, "is a part of a liberal education, but the science is to be taught so as to turn out, not an engineer, a chemist, an electrician, a biologist, but a man of broad scientific as well as broad general training." A last quotation from "The Outlook" article reads as follows: "The table-land must be raised, but the high peaks must not be leveled down; on the contrary they too must be raised. Highly important though it is that the masons and bricklayers should be excellent, it is nevertheless a grave mistake to suppose that any excellence in the

bricklayers will enable us to dispense with architects."

An editorial in the "St. Paul Dispatch," issue of October 17, 1911, has the following sensible statement of opinion: "There is no doubt as to the desirability of industrial training in the schools, but it should be planned and conducted so as to secure the maximum educational results, and not to prepare pupils for careers as grooms to automatic mechanical devices."

Prof. Hugo Munsterberg, of Harvard, is held in high estimation by the teaching profession of this country by reason of his scholarly attainments and ability as an independent thinker. "The Ladies' Home Journal," for May, 1911, contains a timely article from his pen on "Is Co-Education Wise for Girls?" I quote from this readable article a few sentences having direct bearing upon the right ordering of educational aims.

"High schools and colleges ought not to be conceived of as vocational institutions. A demarcation line must be drawn between the college on the one side and the professional school on the other if the highest interests of society are to be served."

The "practical" people have carried the "demands of the earning vocation down into the high school, and into the primary school. They fancy that everything which is not directly useful for vocational technic is a waste of time and energy. They have stuffed our colleges with practical subjects, and have allowed far-reaching choice of courses in the high schools, under the one point of view that only that which is directly applicable to the future trade can be worth while."

"The general education counts more than anything for the life work of the nation, and any professional training without such a basis is shallow and finally inefficient."

"It is a short-sighted view which disregards culture and transforms schooltime into a mere period of apprenticeship for practical trades."

"Keep the future wives, and mothers, and teachers away from such breeding-places of misdirected professionalism."

"Let us hope that the spirit of cultural idealism may prevail, and that school and college may be kept free from the selfish demands of the trades."

My position thus far, I take it, is clearly shown. With Prof. Jaggard, of the Massachusetts Institute of Technology. "I stand posi-





WOMEN'S HALL.



tively for pure learning, unmixed with commercial motives, as best adapted for the years of college life."

No system of training, however carefully worked out, is beyond criticism if it fails to take into account the physical well-being of those upon whom it is made operative. Good health is a choice blessing, one that brightens as it takes its flight. We never know how rightly to prize our strength of mind and body until it gives evident signs of decadence. Yes, the Concord Sage was right when he said, "the best of wealth is health."

A just criticism upon the educational conditions of the past is that they tended to weaken rather than to strengthen bodily vigor. The subject is now receiving some of the consideration its importance demands.

After all, good as health is, it is not of supreme value. Even it may be bought at too high a price. Mere existence doesn't amount to much. "To consult the preservation of life as the only end of it," says Addison, "to make our health our business, to engage in no action that is not part of a regime or course of physic, are purposes so mean, so unworthy of human nature, that a generous soul would rather die than submit to them."

A modern writer in a readable contribution to a story paper, makes one of his characters say "I'd rather sing one wild song and burst my heart with it than live a thousand years watching my digestion and being afraid of the wet." "A very romantic and impracticable person, that," I hear you say. Well, you can get no more out of life than you put into it. There is but one life to be lived by the seer of visions—and all are such, whether the visions be of wealth that perishes or of riches that are imperishable. The final end is to each alike—"dust to dust and ashes to ashes." And thereafter—nothingness and perhaps worse or dreams and aspirations turned into everlasting realities.

Life is sweet, death has its terror to most, but there are some that have enough of the martyr spirit to risk life itself in defense of honor or in advocacy of a principle. "Mine honor is my life," says one of Shakespeare's characters, "both grow in one. Take honor from me, and my life is done." Even life may be purchased at too high a price.

When the craven Morris, was brought into the presence of the dark-browed, revengeful wife of MacGregor, his pitiful plea for life but

inflamed the vindictive passion of this fierce woman who regarded the wretched petitioner with scorn, loathing, and contempt. The victim she sentenced to death "prayed but for life—for life he would give all he had in the world; it was but life he asked—life if it were to be prolonged under tortures and privations; he asked only breath, though it should be drawn in the damp of the lowest cavern of their hills." He was told by his inexorable judge, that life might have been his had it been to him what it was to every noble and generous mind. How many of present-day men and women merit, in any degree the bitter invective heaped upon Morris by her at whose command he was hurled to a watery grave? "You could creep through the world unaffected by its various disgraces, its ineffable miseries, its constantly accumulating masses of crime and sorrow; you could live, and enjoy yourself, while the noble-minded are betrayed—while nameless and birthless villains tread on the neck of the brave and long-descended; you could enjoy yourself, like a butcher's dog in the shambles, fattening on garbage, while the slaughter of the oldest and best went on around you."

The history of the race is full of instances where men and women sacrificed their lives by unswerving fidelity to a principle or a cause. John the Baptist might have kept his head on his shoulders had he not lifted up his voice in protest against the sin of Herod and Herodias. Stephen, the martyr, was stoned to death because he was true to the faith and lived up to his high conviction of duty. No good cause ever sustained irreparable loss through the martyrdom of its advocates. The blood of its defenders fertilized the soil into which that cause had sent its roots.

Length of days multiplied by nothing, gives no desirable product. Long life and strong life are not always synonymous terms. "Better fifty years of Europe than a cycle of Cathay." There be those who have found life by losing it. Do we understand the lesson their example teaches?

"Blest, too, is he who can divine  
Where real right doth lie  
And dares to take the side that seems  
Wrong to man's blindfolded eye."

"Every man, as an individual," says Stedman, "is secondary to what he is as a worker



IN NATURE'S REALM, OHIO UNIVERSITY



**CHARLES M. COPELAND, B. PED.,**  
Principal of the School of Commerce

for the progress of his kind and the glory of the gift allotted to him."

Many of those who advocated "manual training" as a desirable part of school instruction, a score of years ago, have taken what they are pleased to term advanced ground and are now clamoring for "vocational training" as the *Sine Qua Non* of the school course. Their arguments against the old order of things in school and college were substantially the same used by Mr. Crane, of Chicago, in his attempt to prove "the futility of higher schooling." "The assigning to colleges a value they do not possess," says Mr. Crane, "has resulted in good carpenters practicing medicine, first-class blacksmiths

practicing law, and excellent farmers preaching the gospel, because of the idea that anyone who goes to college should not work with his hands. It has fostered a disrespect for honest manual labor."

The thought expressed in the quotation given, strengthened by the persistent efforts of those who would convert our schools into workshops and our colleges into technical schools, has worked out into the minds of good people and has there found such acceptance that the whole wisdom of the past, as regards school and college organization, is being lost sight of in the crazy rush after the practical and the technical. It seems the irony of fate, an instance of



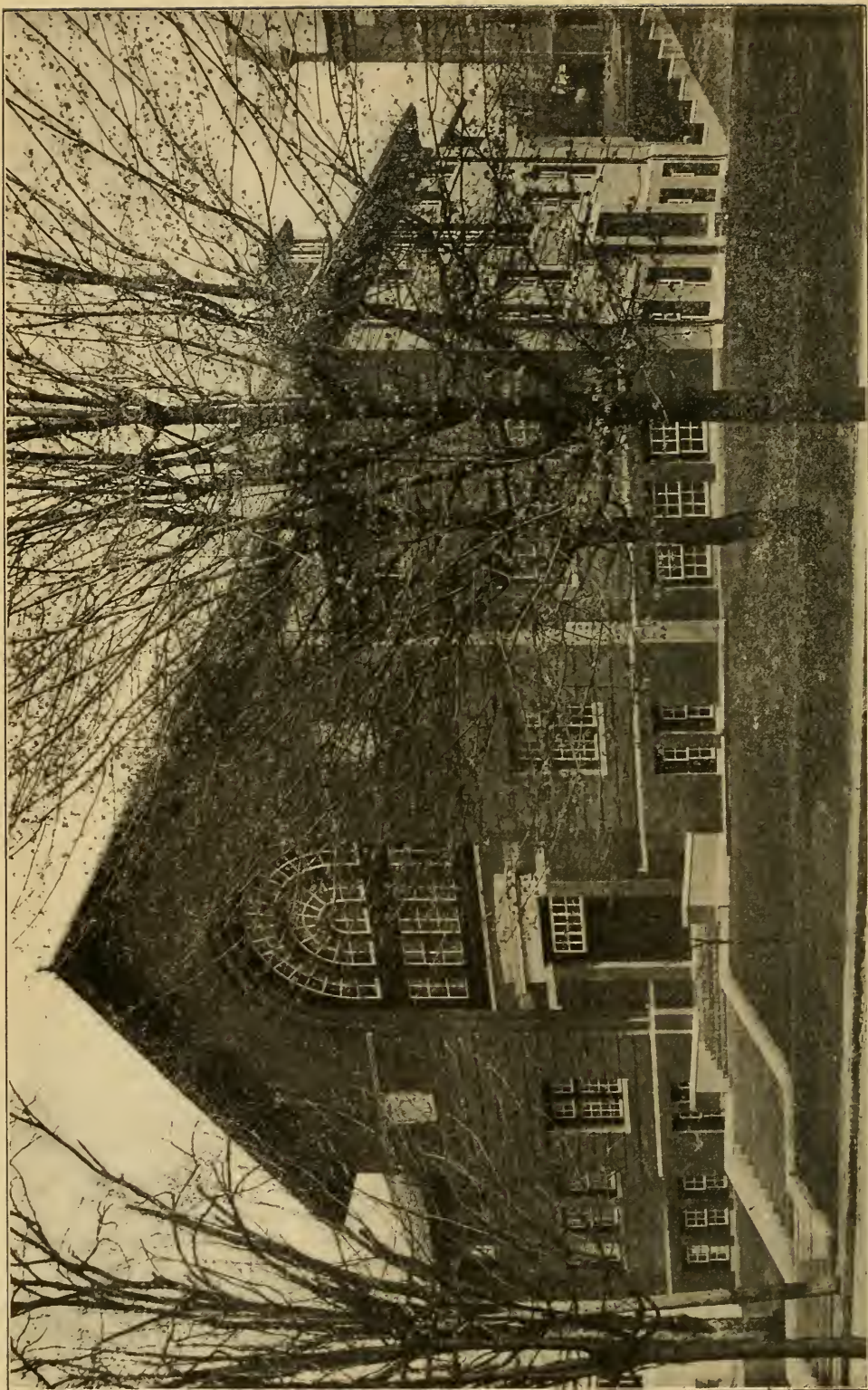


**DAVID J. EVANS, A. M.,**  
Professor of Latin

being hoist with one's own petard, that the technical work that was pushed into our high schools and higher institutions of learning, is now as vigorously condemned, in certain quarters, as the bookish, literary work of the old-time system ever was. "The futility of technical schools" is asserted with as much vehemence—and possibly with as little reason—as was "the futility of higher schooling" a few years ago. Doubtless the simple truth is expressed by ex-Governor Guild and ex-President Roosevelt when they say that modern conditions call for the support, at public charge, of institutions for both cultural and technical edu-

cation and that there should be a somewhat clear line of cleavage between them.

I esteem it my good fortune that through the years of a somewhat extended professional life, I have been privileged to come in contact with a large number of college-bred men and women whom almost universally I have found to be "making good" in some worthy form of human effort. It is true that these people form but a small per cent. of the total population. It is also true that most of them did not enter upon an active field calling for manual labor. There were, however, places for them as workers in the industrial hive. This they entered not



GYMNASIUM



as drones to fatten on the efforts of others but as intelligent workers by whose thought and effort the welfare of the whole hival community was conserved. They were not trained to believe that work is a primal curse; that it is an "old-fashioned way of getting a living; that it tires folks and they don't like it." It must be confessed that not many of these people could give account of their material holdings in more than six figures arranged in bookkeeping form but they were not the less worthy of being held in high estimation by their fellows on that account. Perhaps they felt the truth of Ruskin's statement that there is a vast difference between making money and winning it—a vast difference in getting it out of some one else's pocket into ours or in filling both.

I have grown weary of the charge, made against the easily-known experience of the civilized world, that college-trained men are a set of incapables and do-nothings, having neither ability nor inclination to do anything of real service to themselves or others, waiting Micawber-like for something to turn up which never materializes. If it is true, even in considerable part, that our schools and colleges are sending forth a stream of non-producing consumers, we, as a people, are making an unwise expenditure of millions of dollars annually. The end, if it is to any extent as reported by school and college critics, surely does not justify the means, including the expense.

Manual labor is recognized as being the form of human effort in which the major part of the human race is fitted to employ itself. There need be nothing degrading about it if it has connected with it the two qualities of honesty and usefulness. It stands to reason that any kind of labor in which the greater number of persons engage, whether from choice or necessity, will not prove very remunerative to those who enter it. The higher education costs both time and money—both representing things of general value. Why should the one trained for years in the schools and colleges of the country be expected to show that he is not unfriendly to labor by voluntarily associating himself with those who are only able to do the push-and-pull, fetch-and-carry work of the community in which they live? It is not necessary to smear your face and hands with dirt and grime to give evidence that you do not look with contempt upon the activities of those who labor with their hands because they have not

power, by reason of inadequate training, to do anything else.

I have an immeasurable contempt for anyone who is disposed to live by his wits whether such have been sharpened in college or elsewhere. College-bred men are so few in number as compared with the crowds about them, that the failure of any one of them to succeed in whatever calling he enters is readily observed; and the fact that such failure is so infrequently noted makes it, when in evidence, a kind of nine days' wonder.

After all that may be said in favor of higher education as a great help to a prosperous and useful career, it must be confessed that time was—and may be yet—when certain unwise parents sought it, and made sacrifices to secure it, for their children in desire that it would make getting-on in the world less strenuous and laborious for them. They had been inured to unremitting toil to get along in life and they wished to keep their children from having to meet a similar experience. They seemingly forgot that "labor is the price the gods put upon everything worth having." They failed to recognize that a good citizen is neither an idler, a spendthrift, or a gambler but one that doeth with all his might, and with right purpose, whatever his hand findeth to do. They wanted to secure happiness for their children forgetful of the fact that "work, indeed, and hard work, if only it is in moderation, is in itself a rich source of happiness." Carlyle says: "There is a perennial nobleness and even sacredness in work; happy is the man who has found his work," and one aim in the training of those who are to come after us should be to enable them rightly, and, if possible, pleasurably to select the life work ahead of school and college days. "The labor we delight in physics pain;" then the Latin phrase, *Labor Ipse Voluptas*, has the sound of truth.

Looking back over the days of my boyhood, I find a source of amusement, mixed, it is true, with a feeling of regret in the views I then entertained of getting on in the world and finally enjoying its good things in ease and comfort. Every day of early toil was to pay for two days of luxurious ease later on. I read in St. Luke of the rich man who said, "Soul thou hast much goods laid up for many days; take thine ease, eat, drink, and be merry." It was an eye-opener to me when I learned that this one who thus addressed his soul had one of pigmy size





EWING HALL

and that he himself was by right-minded people called "the rich fool." I have learned with Ruskin, that, "the rest that is glorious is that of the chamois crouched breathless in his granite lair, not that of the stalled ox over his fodder," that the sound of the Spartan fife may mean more to a life than the noisy summons of the dinner-horn.

No right-minded person sees a curse in the words, "In the sweat of thy face shalt thou eat bread." If such, he knows that the manly as well as the equitable part is that he shall not, beyond the days of youthful dependence, enjoy, without just compensation, anything taken from the fruits of another's toil.

The popular definition of "*Work*" is the effort put forth by those who confine their industrial activity to hand labor—which is the most common and least remunerative form. There is a gradation upward to a place where to some effort put forth ceases to be *Work*, although there is

no other term to apply to it. The higher the form of activity exerted the farther it is removed from *Work* in the general acceptance of the term by those who make more use of their hands than their brains in gaining a livelihood. The untrained mined looks upon brain work as a species of play which is made highly remunerative by an unjust operation of the law of supply and demand. The mason does not regard the architect as a workman; the factory hand regards the owner of the factory as an idler living at ease on the wealth created by his employees' handiwork; the man of business looks upon the professional man as one who is privileged to go about well-dressed and drawing big pay for service of doubtful value.

Once I went into active political life long enough to make an unsuccessful effort to secure a congressional nomination. In the course of the campaign, I was waited upon by a committee representing the labor organization of my home



FRONT VIEW OF ELLIS HALL

city to find out whether or not I was a friend of the laboring man. These good people—for they were good people; honest, sober, hard-working, and frugal—did not consider me a worker and were in doubt whether or not they could hope for my sympathy and aid if the position to which I aspired gave me opportunity to pass upon any question affecting their interest. On the evening they came to my home, I was busily engaged in strictly professional work, in my library, and giving to it the very best thought of which I was capable—and this, too, after having given not less than eight hours of close attention to my somewhat arduous duties as superintendent of the city schools. The statement of these facts failed to convince the members of the committee that I could claim fellowship with them as a worker and have the claim allowed. The labor organizations did support my candidacy not because they considered me a *Worker* but because they were led to

believe from what they knew of me that I would be fair in voting upon measures in which they were interested.

I have already referred to the piling up of great fortunes as a menace to the happiness of its possessors and a worse than menace—a positive curse—to those who inherit it. Some men are so constituted that they are never so innocently employed as when they are making money. Making money, however, is a different thing in character forming from inheriting it. The child born in the lap of luxury with the inheritance of a great fortune in prospect is really a person to be pitied. He has not an equal chance with the child of merely well-to-do parents, for such is usually taught by environment and training the homely and lasting virtues that distinguish a truly worthy character. "The boy who is born with a silver spoon in his mouth may live to patronize the free lunch counter." The fact, however, that this





REAR VIEW OF ELLIS HALL

is sometimes his fate does not serve to allay the irritation his original unearned thought-to-be prosperity brings to the minds of others.

A daily paper that recently came to my desk had a picture of a "5,000,000-dollar baby," with cuts of the father and mother as side pieces. The statement that "men are not born rich" is in need of revision to make it fit in with the times in which we live. Is it strange that many of the world's toilers look askance at this sort of thing? The vast sum that this infant will inherit, if his pampered life extends to the years of manhood, is equal to the aggregate wages of 100 men working more than 80 years with an annual earning of \$600 each. It is folly to expect the burden-bearers of earth, the real producers of wealth, to look upon a condition like this with pulse of normal beat and with no sense of injustice rankling in their breasts. The write-up that found place, under the cuts referred to, tells how this millionaire child is to

be taken from the damp chills of New York to spend the winter months cruising about the inland waters of Florida in a house-boat; all this while thousands of earth's children are growing up dwarfed in body and mind and denied most things that make life worth the living. It is foreign to the purpose of this address further to comment on the inequality in the distribution of desirable things among the children of men. The usual end of an early life of idleness and luxury exemplifies the fact that the law of compensation is not yet an unknown factor in human experiences.

I once had occasion to address a body of high-school pupils who gave courteous attention to my somewhat rambling address of a half hour's duration. In concluding my remarks I left with the members of that school three earnest, heartfelt wishes for their future well-being. They were as follows:

1. That they would grow up to manhood and





CENTRAL BUILDING

womanhood with strong bodies, and reach years of self-activity and personal responsibility with the best intellectual and moral training that the home, the school, and the college could give them.

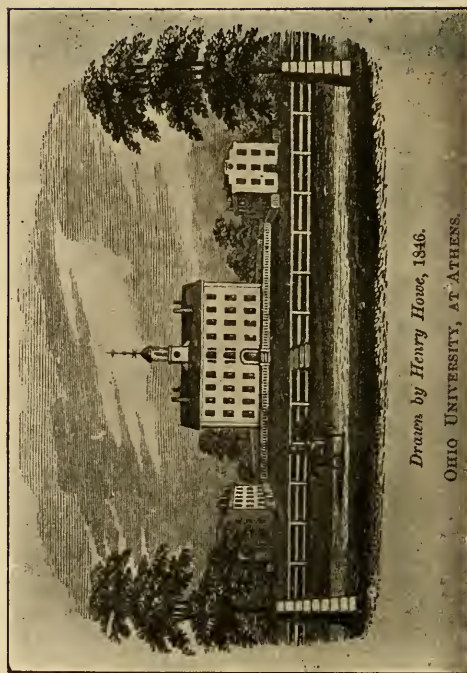
2. That in the providence of God they would be spared the possession of great wealth; because experience had shown that not one person in a hundred can use it wisely.

3. That, with strength and ability to make their way in the world given them, they would never get an inheritance of material things from any source whatsoever.

To-day, I affirm that the young people I addressed, on the occasion referred to, received wholesome advice. Solomon's wisdom showed itself no more clearly than in the words, really in the nature of a prayer, found in Proverbs 30:8: "Remove far from me vanity and lies; give me neither poverty nor riches; feed me with food convenient for me. Lest I be full, and deny

thee, and say, who is the Lord? or lest I be poor and steal and take the name of my God in vain?"

Years ago Holmes expressed the opinion that the most of all that was beautiful and uplifting in the life of our people was flowing in through the ministry of our women. He reasoned that the men were so immersed in business operations, looking to the amassing of fortunes, that they had no time for literary culture and what may be called the amenities of life. The better and higher part of the child's nature was due chiefly to the influence of the home, wherein presided that genius of whatever is true and of good report—the Mother. Has the social and home life of American women in the last score of years been of such a nature as better to fit them for the desirable work which Holmes asserted they were doing? Has the new education of women with its co-educational features and its growing tendency to prepare for business rather than for motherhood, and all that



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Professor of Agriculture





MUSIC HALL AND CENTRAL BUILDING, WITH EWING HALL IN BACKGROUND.

the term implies, been for the real benefit of the women themselves or the uplift of the communities in which they live? These are questions of more than passing interest. Upon the answer to them depends the well-being of society as it exists to-day and as it will exist to-morrow. The subject is too comprehensive for treatment in this connection. What of truth is there in the recent declaration of a college professor that through the college training of to-day the women have become "so fond of society and automobiles that they can not find time to rear families?" Are our educational institutions becoming "old maid factories?" Is it a fact that "the further women get into the industrial and especially the professional life the further away they get from being the carriers-out of the ideals for which they were created?" I feel like side-stepping the inevitable and acrimonious controversy that always follows the attempt to answer these questions from opposite points of view and cheerfully

turn their consideration over to the members of the woman's clubs and those engaged in the militant suffragette movement.

The relation of school and college training to the every-day life with which all come in touch should surely have an altruistic quality. Altruism is defined to be a just regard for others, that regard being both natural and moral. It is brotherly kindness as opposed to selfishness. The lawyer, willing to justify himself, inquired of Jesus: "Who is my neighbor?" Then came the story of the man who went down from Jerusalem to Jericho and fell among thieves. The conduct of the priest and the Levite was in marked contrast with that of the "good Samaritan." The lesson conveyed is of world-wide application. Ages ago, we are told a monk cut into the wall of his lonely cell, "Vivendum in Serviando," meaning that true living consists in serving others. This is the lesson so beautifully taught in Lowell's "Vision of Sir Launfal" and in the best works of our



EAST WING



ELI DUNKLE, A. M.,  
Registrar of the University, and Professor of  
Greek





WEST WING



WILLIAM HOOVER, Ph. D., LL. D.,  
Professor of Mathematics and Astronomy



MUSIC HALL

poets and ethical writers. "The noblest question in the world," wrote Franklin, "is, what good may I do in it?" Bacon expressed a great moral truth and one that should be in the mind of those seeking positions of honor and trust when he said, "Power to do good is the true and lawful end of aspiring." The record of daily events gives report of self-sacrifice that warms our blood and brings the desire to emulate into our minds and hearts. Every day noble-hearted people, many of them in the humblest walks of life, are putting their lives at risk in effort to save others. Often these unselfish people go to their own death in effort to save the lives of others. Let us hope that those who lose their lives in this manner will find them in an unending hereafter. It has been said that self-preservation is the first law of nature; but to the honor of human kind this is not widely true. There is another and a higher law, the law of love, which prompts the mother, without an instant's hesitation, to court death to save her child from

harm. The life lost in the service of others! Thank God for the number of such. "Greater love hath no man than this, that a man lay down his life for his friends."

"Rest not; Life is sweeping by;  
Go and dare before you die.  
Something mighty and sublime  
Leave behind to conquer time."

In the autobiography of Samuel Smiles, I read of the inscription found on the dial of All Souls, Oxford, which suggests "a solemn and striking admonition to all men." *Pereunt et Impuluntur* are the words which freely translated, tell us that the hours perish and are laid to our charge. St. Paul's solicitous advice to the Ephesians was that they should walk circumspectly, as the wise, redeeming the time because of evil days. Once, and once only, may be the opportunity to decide. That let go by without advantage being taken of it means a loss that is irrevocable. "The mill never grinds again with the water that is past."





EAST VIEW, CARNEGIE LIBRARY.



FREDERICK TREUBLEY, A. M.,  
Professor of Philosophy and Sociology



A PORTION OF THE INTERIOR OF THE CARNEGIE LIBRARY

"For never will come back the hour  
Of splendor in the grass, of glory in the flower."

Says Mrs. Browning:

The sweetest lives are those to duty wed,  
Whose deeds, both great and small,  
Are close-knit strands of an unbroken thread,  
Where love ennobles all.

The world may sound no trumpets, ring no  
bells,

The book of life the shining record tells.  
Thy love shall chant its own beautitudes

After its own life working. A child's kiss  
Set on thy sighing lips shall make thee glad.

A sick man helped by thee shall make thee  
strong.

Thou shalt be served thyself in every sense  
Of service which thou renderest.

Helen Hunt Jackson has given us beautiful  
lines expressive of the same general thought:  
If I can live

To make some pale face brighter, and to give



ALBERT A. ATKINSON, M. S.,  
Professor of Physics and Electrical  
Engineering





REAR VIEW OF ELLIS HALL

A second luster to some tear-dimmed eye,  
 Or e'en impart  
 One throb of comfort to an aching heart,  
 Or cheer some wayworn soul in passing by.

If I can lend

A strong hand to the fallen or defend  
 The right against a single envious strain,  
 My life though bare,  
 Perhaps, of much that seemeth dear and fair  
 To us on earth, will not have been in vain.

The purest joy,

Most near to heaven, far from earth's alloy,  
 Is bidding clouds give way to sun and shine.

And 'twill be well

If on that day of days the angels tell  
 Of me: "She did her best for one of thine."

Thus far more has been said about the relation  
 of school and college training to the higher  
 life than about the higher life itself; yet the  
 whole is equal to all its parts and what has



HENRY W. ELSON. Ph. D., Litt. D.,  
 Professor of History and Political Economy



SOLDIERS' MONUMENT, OHIO UNIVERSITY CAMPUS, ATHENS, OHIO

been said has relationship to the general topic even if that connection is of the cart-before-the-horse nature. Is there a higher life? If so what is its character? upon what is it based? Most terms, even outside of adjectives and adverbs, admit of comparison. Life as it affects the greater part of humanity, moves along a common plane—the broad highway along which the tide of sentient, soul-endowed beings go their way with promptings to activity but little in advance of animal instinct. Then there is the *Higher* life that threads its way over a less beaten pathway and one that passes onward, and upward, under fairer skies until it comes to the confines of an eternal day. *The Highest* life is the unending existence, by those worthy of it, beyond earth's confines. *The Highest* life is the life in heaven which is not reached at a single bound; for "straight is the gate and narrow the way which leadeth unto life, and few there be that find it." Degrees of comparison run downward as well as upward; and if there is a higher life, there is a *Lower*. The lower lives go into eternity to become the lowest lives—the lost lives—and imagination has not power to picture the horrors of their abode. This may be "an hard saying," but it is a true

one if the teachings of the Bible mean anything. In more than one sense is *Man* the proper



OSCAR CHRISMAN, A. M., Ph.D.,  
Professor of Paidology and Psychology

study of mankind—*Man* of whom God himself is mindful—*Man* made a little lower than



the angels and crowned with glory and honor—*Man* made to have dominion over the works



THE OLD BEECH IN WINTER GARB

of God's hands and under whose feet all things have been put. Whence came he? Whither is he going? No greater questions than these can claim the contemplation of finite minds. The eye of faith looks up to and beyond the stars for an answer to both questions; science points its finger to the primal ooze for answer to the first question and has nothing to say as to the second. Regarding the ultimate life of man, science is mostly materialistic or agnostic. Science has little psychic force—its realm is one chiefly of realities and materialities. "Man," says Bacon, "was made for the contemplation of heaven and all noble objects." The scientist whose study is Astronomy or Biology has before him a subject inviting the freest exercise of his intellectual power and one in which the unimaginative investigator is sadly out of place.

"The spacious firmament on high,  
With all the blue, ethereal sky,  
And spangled heavens, a shining frame,  
Their great Original proclaim."

The biologist, even if committed fully to the theory of Evolution, will come from his intensive study of animal life, from its lowest to its highest forms, with instructed mind and quickened pulse-beat, to exclaim with Addison.

"The hand that made us is divine."

To this statement some of the subjects of the old-time college course, in the hands of conscientious teachers, gave invigorating force. I am much indebted to that non-elective course of study which included such studies as Paley's "Natural Theology," Paley's "Evidences of Christianity," and Butler's "Analogy of Religion, Natural and Revealed, to the Constitution and Course of Nature." I didn't get quite as much insight into scientific subjects, while pursuing that course, as would have been to my advantage, but there was something to compensate me for that loss in the wholesome impression made upon my mind by the time and thought bestowed upon the books just named.

Since college days I have given some attention to the study of animal life, in its various forms, from the lowest to the highest, and have that general knowledge of the subject reasonably to be expected of intelligent people. I come from that study profoundly convinced that the "mind is the man" and that "as one thinketh in his heart, so is he." I have never been



SOLDIERS' MONUMENT, OHIO UNIVERSITY CAMPUS



CAMPUS VIEW, OHIO UNIVERSITY

able to fathom that deep and complex relationship existing between *Mind* and *Matter*. We are pretty well assured that matter can exist separate from mind, but, possibly, not beyond its control. Whether mind can exist without some form of corporate home is a question too deep for a finite being to pass judgment upon. The old queries and answers are not without suggestiveness: "What is mind? No matter. What is matter? Never mind."

Let us go, in imagination, with the biologist down, down the scale of being till we come to that debatable ground where the observer is in doubt as to whether he is looking upon life in the vegetable form or in the animal form. Here we cannot tell whether we are looking upon a sentient object or not. When assured that we are not in touch with a form of life connected with vegetable growth, we know that before us we see an object that belongs to the *Protozoa*—the lowest forms of animal life—bodies one-celled and made up of gelatinous matter or protoplasm. Search for nervous and muscular fibers, for circulatory and digestive organs, is vain for animals of this class are without them. From the amoeba to the sea-anemone marks an advance from the *Protozoa* to the *Radiata*.

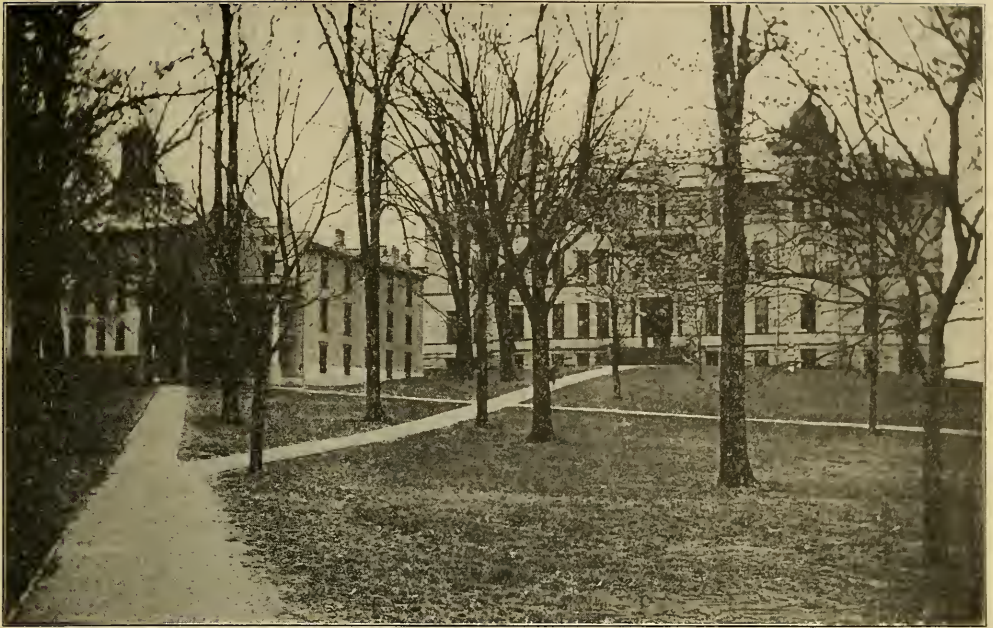
The characteristics of the two classes do not



WM. FAIRFIELD MERCER, Ph. D.,  
Professor of Biology and Geology

differ widely—only a clear advance in the scale





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of being. A nervous system, rudimentary though it be, appears in the oyster and the cuttle-fish, belonging to, and typical of, the *Mollusca*. These animals show three pairs of ganglia around the entrance of the alimentary canal, with other nerve centers irregularly distributed. Then a well-developed heart, with blood vessels, is found. Lastly, all animals of this class have great digestive power.

Worms and spiders, typical of the *Articulata*, have a double chain of ganglia running along the ventral surface of the body. The brain, and at last there is one, encircles the gullet. Thus far the animal has no bony framework or skeleton. This comes with the *Vertebrata*, or *Cordata* to use a more comprehensive term, and is peculiar to fishes, amphibians, reptiles, birds, and mammals. At the head of this last great division of the Animal Kingdom, *Man* sits enthroned with God-like attributes.

The advance of animal life, by well-marked gradations, is referred to in order to show that man's high position in the scale of being results from the wonderfully complex nervous system that exists within him. The brain, where soul power is generated and vitalized, has, in man, an average weight of 50 ounces; in woman, 44

ounces. Man is not the "lord of creation" by reason of his size, his strength, or the beauty of his form. The lower animals, very often, have



WILLIAM B. BENTLEY, Ph. D.,  
Professor of Chemistry

these qualities in higher degree. Few men would venture into a ten-acre lot that held a chimpan-



zee in bounds. Many horses are fine-looking animals. What is more graceful in its movements than a playful kitten? The brain makes the man, and the more of it his skull contains, the quality being preserved, the stronger the mental power he can command. This is the unvarying testimony of all who have made the subject under consideration one of careful scientific investigation. The elephant and the whale have larger brains than man, but of a coarser texture. The bodies of these animals are many times heavier than those of men. Here comes up another interesting fact and one bearing directly upon the amount of mentality a brain can exert. An important ratio exists between the weight of an animal's brain and the weight of its body. Calling the weight of the brain unity, the following table is made instructive:

	<i>Brain</i>	<i>Body</i>
Fishes.....	I	4,000 to 6,000
Reptiles.....	I	I,500
Birds.....	I	220
Mammals.....	I	180
Man.....	I	40

Some English writer has made record that the cells in the gray matter of the brain are

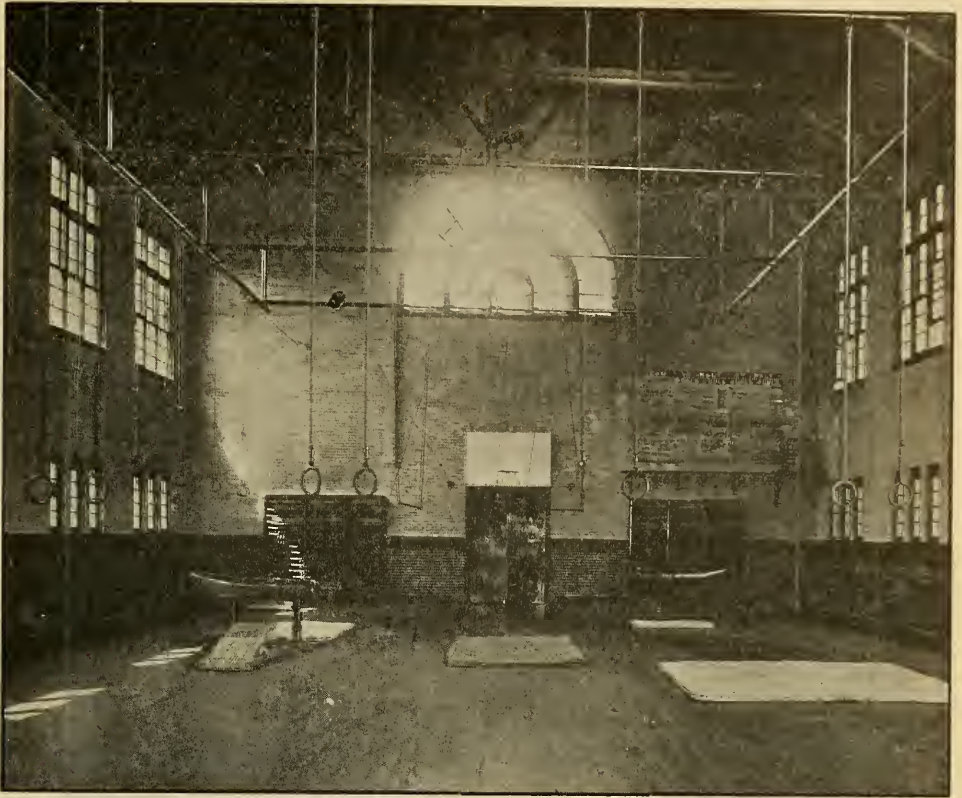
numerous enough to hold 3,155,760,000 different ideas. It would take seventy years of life,



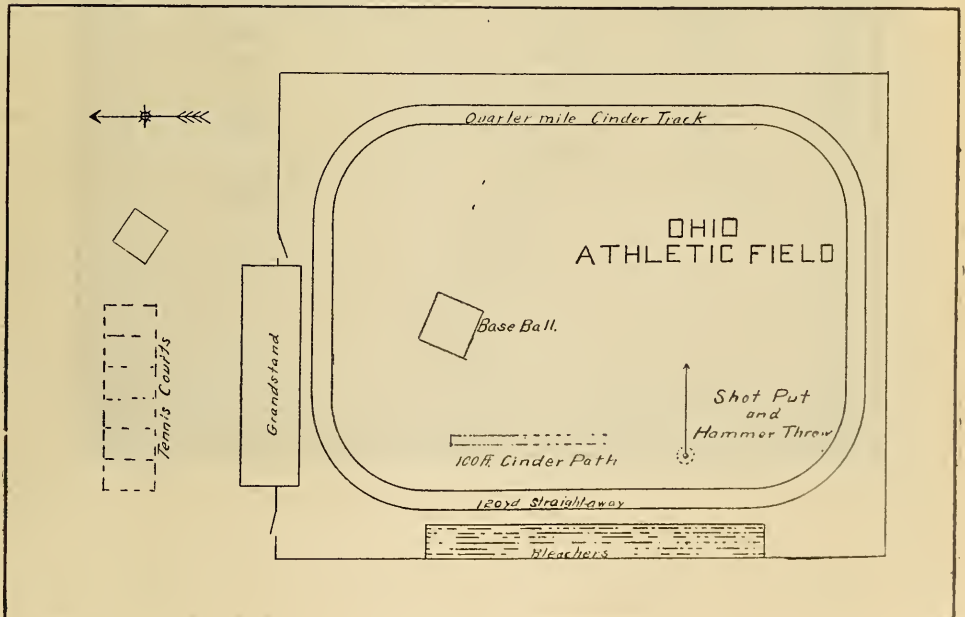
LEWIS J. ADDICOTT, B. S., C. E.,  
Professor of Civil Engineering

the brain working in the accumulation of ideas without intermission throughout, to fill these





INTERIOR OF GYMNASIUM



Reparments  
at  
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cells at the rate of 5,000 ideas an hour. If this Englishman knew what he was writing about, most of us have yet a few brain cells unoccupied and for rent. Meinert, as quoted by Sir John Lubbock, has calculated that the gray matter of the brain convolutions alone contains no less than 600,000,000 cells; each cell consists of several thousand visible atoms; and each atom again of many millions of molecules. Vast as is the power of thought residing in these cells of the brain, that wonderful organ when removed from its receptacle and made subject of chemical analysis resolves itself into such common materials as phosphorus and fat. No wonder that Hamlet inquires, "What is this quintessence of dust?" It is for the brain to think and evolve thought by the thinking, and it is the part of physical energy to make right thinking effective in deed.

"We live in deeds not years; in thoughts, not breaths;

In feelings, not in figures on a dial.

We should count time by heart throbs. He most lives

Who thinks most, feels the noblest, acts the best."

Were it not for thought, existence itself would be a blank. *Cogito ergo sum*, wrote Descartes. I think, therefore, I am. Says James Freeman Clarke: "The chief intellectual difference between men is that some think and others do not; but thinking is hard work, perhaps the hardest work that is done on the surface of the planet." Good thoughts are said to be no better than good dreams unless they be put in act. They must work out through the activity of worthy men. A negative virtue is not vital, it touches nothing with striking force.

"For if our virtues

Did not go forth of us, 'twere all alike,

As if we had them not."

The union of virile physical power with strong intellectual force gives promise of what is best for both individual and nation. Says Lowell: "It is ill with a nation when the cerebrum sucks the cerebellum dry for it can not live by intellect alone. The broad foreheads always carry the day at last, but only when they are based on or buttressed with massive hind-heads. It would be easier to make a people great in whom the animal is vigorous than to keep one so after it has begun to spindle into over-intellectuality. The hands that have grasped dominion and held

it have been large and hard; those from which it has slipped, delicate and apt for the lyre and the pencil."

It is not pleasant to reflect that physical force has had so much to do in the making of conditions what they are in the world. It is well to have a giant's strength, perhaps, but not in harmony with ethical principles to use it like giants are usually reported to do. Might does not necessarily make right, and it is not true that God fights, without discrimination, on the side of the strongest battalions. Efforts to secure international peace are not suggestive of the decadence of a wholesome national spirit. Peace with honor is surely preferable to war with dishonor.

It remains to take brief account of our lineage and to draw therefrom lessons of the most far-reaching importance to our temporal and eternal welfare. The opening chapters of Genesis inform us that "the Lord God formed man out of dust of the ground and breathed into his nostrils the breath of life; and man became a living soul." Whether this action of creation covered a short or a long space of time matters little. The established fact is that of the creation.

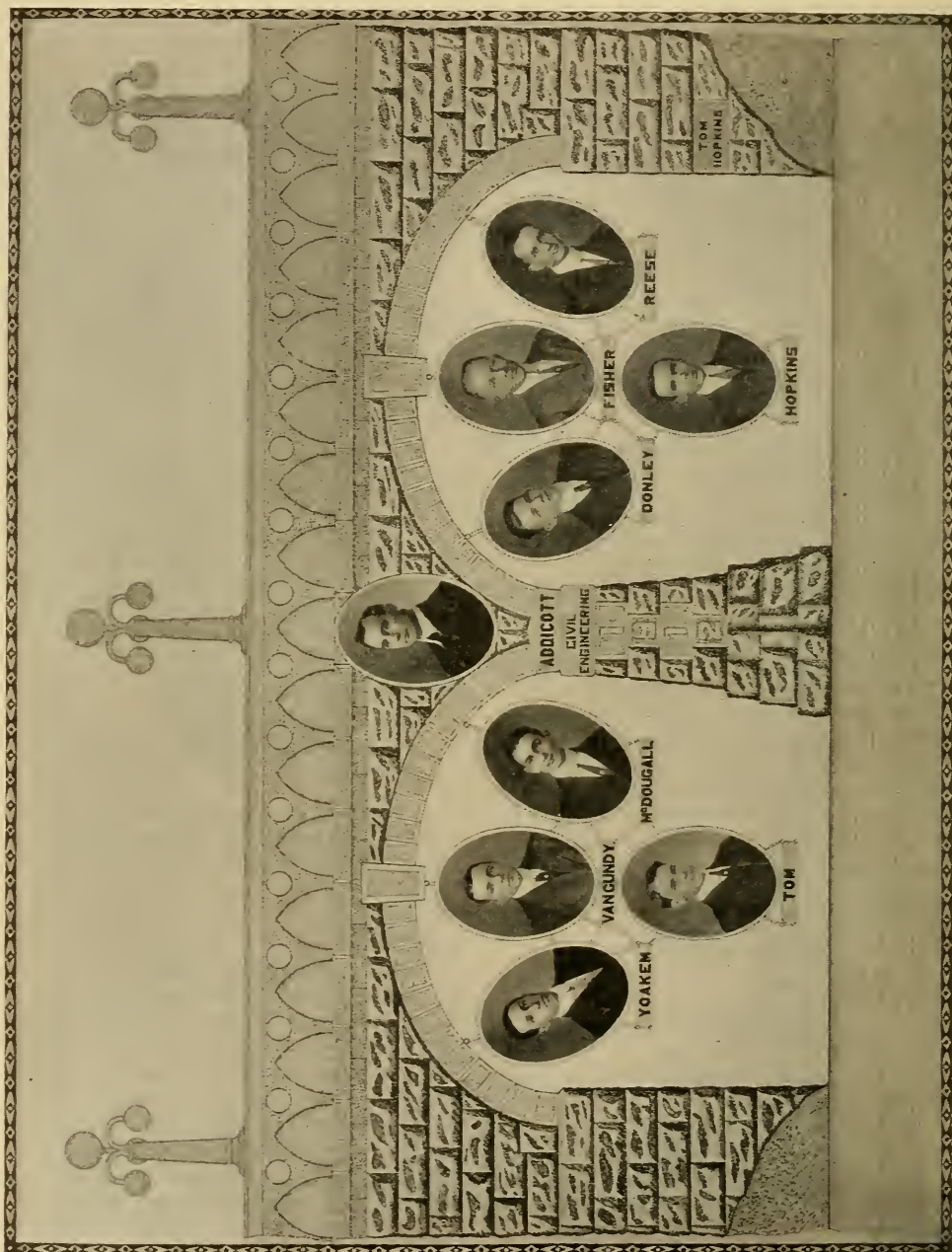
Not in entire forgetfulness

And not in utter nakedness,

But trailing clouds of glory do we come

From God who is our home."

"Sons of God!" exclaims Mathew Arnold, "what a vast pretension, and how shall we justify it? By the thoughts that we think and the deeds that we do." Do we feel down in our inmost beings the full meaning of the words that have been familiar to us since our childhood days? Do we believe the Bible truths as uttered by prophet and evangelist? Or do we, when they appeal to our understanding, say with the father of the child, as recorded in St. Mark; "Lord, I believe; help thou mine unbelief?" It would seem that if we believed as strongly as we should we would walk more vigorously in the path to which Duty points her finger. Do we act as if we believed that "as we have borne the image of the earthy, we shall also bear the image of the heavenly?" Do we feel that our bodies are the temples of God and that for that reason, and for the additional reason that we have been bought with a price, it is our duty to glorify God in our bodies and in our spirits? The soul that rises with us, our life star, has a ten-



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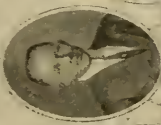
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REESE

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poral setting now but it is destined to an endless existence.

"The stars shall fade away, the sun himself  
Grow dim with age, and Nature sink in years,  
But thou shalt flourish in immortal youth,  
Unhurt amid the war of elements,  
The wreck of matter, and the crush of worlds"

Have we faith in the prophesy of Daniel? Hear it: "Many of them that sleep in the dust of the earth shall awake, some to everlasting life, and some to shame and everlasting contempt. And they that be wise shall shine as the brightness of the firmament; and they that turn many to righteousness, as the stars forever and ever." In his essay on "Culture," Emerson says: "The age of the quadruped is to go out, the age of the brain and of the heart is to come in." Will we be much longer striving to get away from the animal up to the cultivated and rightly-directed reason of the man?

The cultivation of the mind, coupled with the development of spiritual insight and power, is the open door leading to an old age peaceful, happy, and respected. Irving tells us that Albert Gallatin lived such a life when he was upwards of eighty years of age. Wealth may add to the comfort of old age, but if its acquisition has atrophied all the nobler impulses of the soul, its possessor is naught but a poor shivering outcast from the love and respect of his fellow-men. How to grow old gracefully and decently, was not studied by some we know who have little to count beyond the years they have lived. Says Browning:

"Grow old along with me,  
The best is yet to be  
The last of life for which the first was made."  
Let the early years of life be rightly spent and,  
"——an old age serene and bright  
And lovely as a Lapland night,  
Shall lead thee to thy grave."

There is but little to add.

"So teach us to number our days, that we may apply our hearts unto wisdom." It has been asked, what is this immortal demand for more which belongs to our constitution? this enormous ideal? The answer is not uncertain. There is inborn tendency towards something better and nobler than the world has yet seen.

"Come bright improvement, on the car of time,  
And rule the spacious world from clime to clime;  
They handmaid, Art, shall every wild explore,  
Trace every wave and culture every shore."

Extreme views of life there may be, but there is a middle ground upon which truth, duty, and honor may exert themselves.

"Live while you live, the epicure would say,  
And seize the pleasures of the present day.  
Live while you live, the sacred preacher cries,  
And give to God each moment as it flies,  
Lord, in my view let both united be,  
I live in pleasure, when I live to thee."

Be not deaf to the whisperings of an enlightened conscience and be consistent and persistent, as well, in effort to make it enlightened. Live up to high ideals, but be sure to know the true essence of such.

"This above all,—to thine own self be true,  
And it must follow as the night the day,  
Thou canst not then be false to any man."

"What is a man profited if he gain the whole world and lose his own soul? or what shall a man give in exchange for his soul? For the Son of Man shall come in the glory of the Father with his angels, and then he shall reward every man according to his works. For God shall bring every work into judgment, with every secret thing, whether it be good or whether it be evil."

It is said that the chief end of man is to glorify God and enjoy him forever, and that the whole matter of life is summed up in the familiar words, "Fear God and keep his commandments for this is the whole duty of man." David questions: "Who shall ascend into the hill of the Lord? or who shall stand in his holy place? Hear the answer: "He that hath clean hands and a pure heart." And a greater than David has said: "Blessed are the pure in heart, for they shall see God." One of Tennyson's most striking characters, Sir Galahad, is made to say:

"My strength is as the strength of ten,  
Because my heart is pure."

"And let the beauty of the Lord our God be upon us; and establish Thou the work of our hands upon us; yea, the work of our hands, establish Thou it."

—Psalm-90:17.



CLASS IN CIVIL ENGINEERING

### THE OBLIGATION OF SERVICE

**An Address delivered before the University Y. M. C. A. and Y. W. C. A., Sunday afternoon, June 9, 1912, by Charles W. Super, Ph. D., LL. D., Ex-President of Ohio University.**

It is not worth while to discuss here the question that in recent years has received a good deal of attention whether the general belief in the development theory has destroyed the traditional faith in a conscience, an intuitive perception of what is right and what is wrong. Nobody denies that the moral law represents projected efficiency and anticipated experience. There is at the present time in the mind of every normally constituted person the conviction that it is best for the entire body politic, yea for the whole world, that the citizen should be truthful, honest, trustworthy, chaste, and altruistic, because these virtues contribute most effectively to

the greatest good of the largest number. Even those who do not practice them, except in a halting way, do not deny their potency. Looking at the question in the light of recorded history. I can not see that some men are more conscientious than they were three thousand years ago; but there are more conscientious people. What manner of men were the Hebrew prophets? "They have had the greatest influence upon the religious life of the world. They were the most important factor in the transformation of the national religion of Israel into a universal religion, and their utterances, even in translation, have been the strength and consolation of centuries. And, though they had moral passion in abundance, they were fundamentally thinkers. They were the first philosophers of history, and their utterances were lofty because their thoughts were lofty. They saw their God actively directing the destinies of nations, and conceived the unfolding of a divine purpose to be the highway





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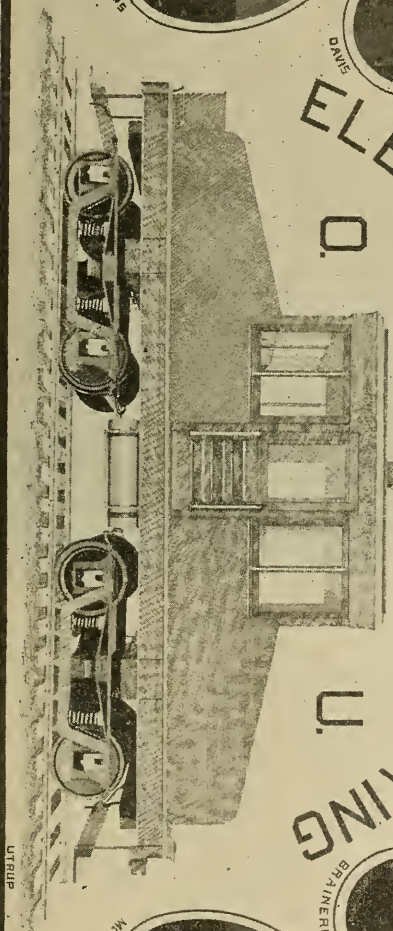
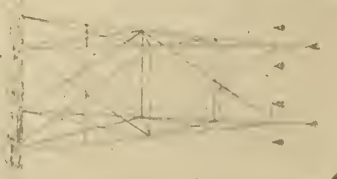
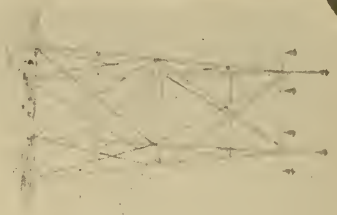


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of history. Amos rises to the magnificent conception of Jehovah as the world-ruling God of justice; for Hosea he is the universal father; the first Isaiah is a statesman seeking to conform the foreign policy of his fatherland to the divine plan of which he assumes to be the interpreter; and Jeremiah reaches the thought of an inner law and a human instinct for God. The second Isaiah is literally carried away by the glory of his religious idea, and his trumpet tones calling his people to encouragement and trust thrill the reader of these far-off days." What was the mysterious voice that acted as a monitor to Socrates? He had feelings that he could not himself explain any more than the Hebrew prophet yet these inner promptings were so powerful that he could not refuse obedience even at the sacrifice of his life. These voices, or this voice, taught him that it is better to suffer wrong than to do wrong,—not better for one man here and another there, but better for everybody. It taught him that an immoral action is never

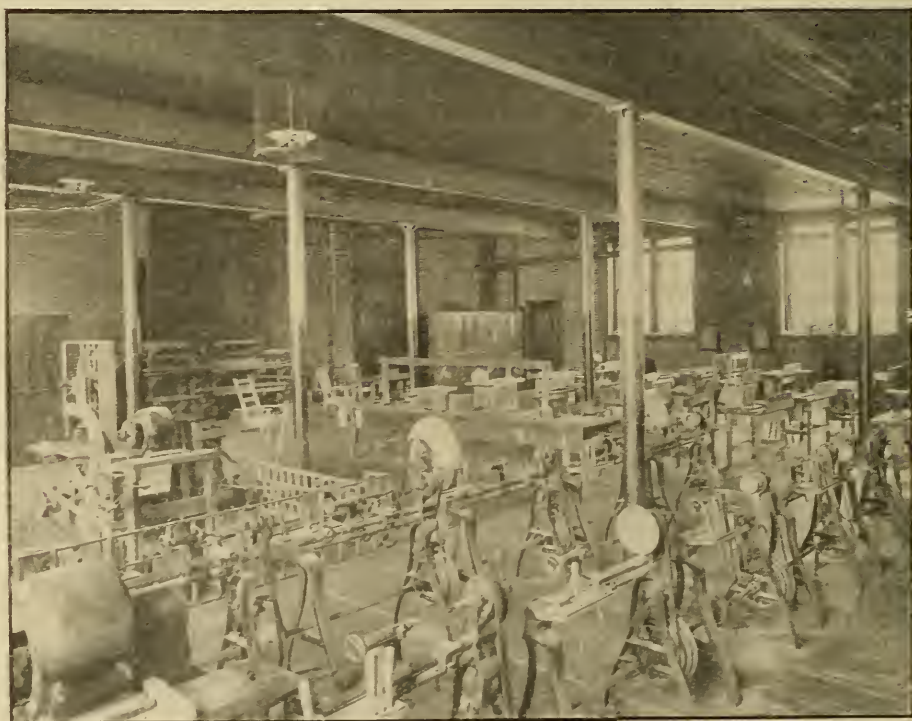
justifiable, or even excusable. That his experience was not unique or merely individual is evident from the fact that he became the founder of several schools of philosophy that have powerfully affected human thought down to our day. Not many years previous, when Confucius began to realize that he was in a world of greed, self-indulgence, intrigue, and disloyalty, he also began to plead for truth, for industry, for justice, for moderation and public duty. No matter what we think of the Chinese of the present day, we must admit that they are the only people that have succeeded in maintaining a government virtually unchanged for more than three thousand years. I have met the statement time and again that no people in the world are so trust-worthy as the higher class of Chinamen. To the age of Confucius belonged the Buddha who taught that by temperance, chastity, kindness and brotherly love, the body and the senses are brought under subjection, and that theft, deception, and inebriety are to be execrated. Four or five centuries later the early Christians,



conspicuous among them St. Paul, felt as did Socrates that death is preferable to a denial of what had been revealed to him as a divine truth. It was a recrudescence in a somewhat different form, of the doctrines preached by the prophets, a doctrine that brought upon many of them persecution and even death. Persecution has not yet ceased; nor will it cease so long as there are narrow-minded men on the face of the earth. Its effects are less baneful, but its spirit is none the less malignant. The slogan is: If your teachings tend to undermine our business or to destroy our business prestige we shall endeavor to make you pay the penalty. A man must live. So far as my observations have enabled me to form an opinion, most young men who have passed some years in college become to a greater or less degree idealists, if they were not so before. Any other result would not be in accordance with the fitness of things. They are brought into contact with truth in mathematics, in physics, in chemistry, in biology. They deal with the good, the true and the beautiful as set forth in literature and in the fine arts. They see moral truth exhibited in history and biography. They learn how bad men have brought sorrow and disaster upon themselves, their fellow-men and their country. A collegiate career never made anybody worse: it did not make some young men better. There are those who by heredity and early environment are psychologically deformed, trained like pigs, as it were, whose nature it is to root in the ground and rarely to look up. They belong to a class, which in the language of Scripture, is destined to believe a lie and be damned. Their evil propensities are continually getting the better of their higher aspirations. Some years ago a student in this town said to another: "Have you read John Halifax?" I have read it six times. I wish I could be as good as Halifax. I often ask myself, "What makes me so bad?" I have heard a few young men and more older men declare that it is impossible to get along in this world with college ideals and college morals. Such judgments are the highest tribute that could be paid to the influence of the college. It stands for anticipated experience, for projected efficiency, for constructive progress and for higher civic virtue. What is noble is always in advance of the spirit of the age. Social history, or the history of civilization, as it is commonly called, is chiefly the record of the strife between those who want to go forward and those

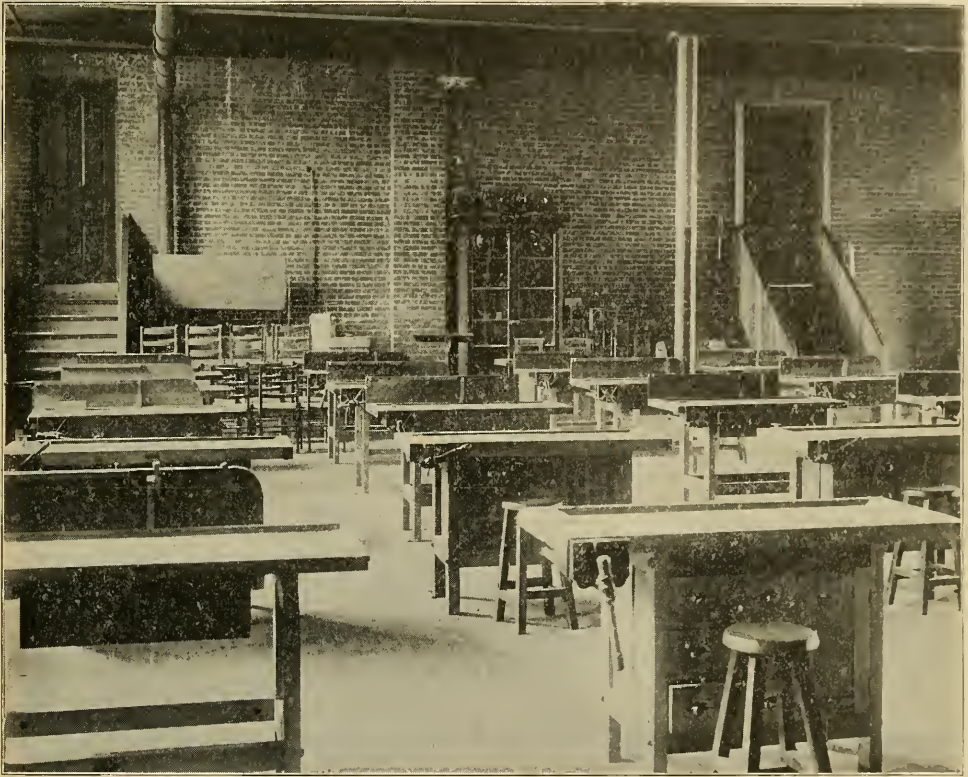
who endeavor to prevent them. Nevertheless as a result of this strife society has, from times out of mind, been approaching a little nearer the universal reign of peace, of the moral law and of justice. There have been wanderings and backslidings and deviations to the right and the left. There have been times of stagnation; yet there has been progress from age to age, sometimes more in this country, sometimes more in that. Were this not so, we can not tell where we should be. Sometimes we do not learn which is the right way until we have tried many and found by bitter experience what roads were wrong. Sometimes a thousand men win a victory of which only a hundred live long enough to get any benefit. Yet the price was well worth the battle, if the principles contended for could be vindicated in no other way. That society has been gradually approaching a reign of justice is evident from the fact that the way of the malefactor is becoming a little more difficult all the time. Almost the whole world professes to be trying to put in practice the injunctions, Thou shalt not steal, Thou shalt not kill, Thou shalt not bear false witness, Thou shalt love thy neighbor as thyself and deal with every man in the spirit of brotherly kindness. I do not believe any one at the present day would say of a diplomat what Sir Henry Wotton, wrote into the album of his friend Fleckamore, that he is man sent abroad to lie for his country.

The maxims I have just cited are the morality of the text-books; it has been proclaimed and practiced by good men for thousands of years. About two hundred thousand young men and women go forth from our colleges and professional schools every year; ten thousand of these belong to Ohio. Not all of these, perhaps not half, are educated. That is however no reason why they should not cooperate with others in promoting the public welfare. While these young people must of necessity become a part of the community, they should not permit themselves to be absorbed in the conditions with which they are surrounded. A substance that is absorbed loses its identity and is merged in the stronger element. They should be active, living forces, attracting more than being attracted. If the college performs its functions, it will endeavor to send forth proper men and women who will lead, or with wise discretion will follow capable leaders. It is often wiser to follow a



METAL AND WOOD-WORKING SHOP VIEWS, DEPARTMENT OF ENGINEERING





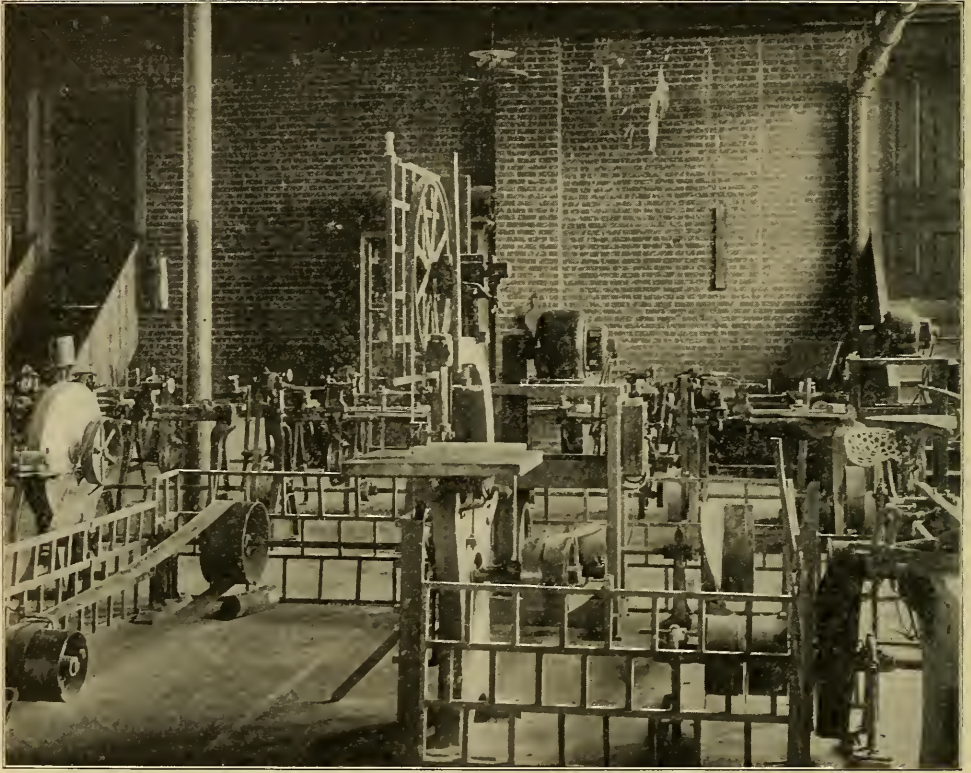
SOME EQUIPMENT IN MANUAL TRAINING

judicious leader than to try to be leaders ourselves. Two men can't ride the same horse unless one rides behind. Both get to the journey's end at the same time. We need men who will elevate and purify public opinion, not men who will allow themselves to be debauched by such a paltry thing as a public office, or any office whatever. It is a sign of lamentable weakness if we permit our better nature to be sacrificed on the altar of pelf. Let us not resort to the miserable subterfuge and degrade ourselves by using the familiar phrase. A man must live. It is the same feeling that prompts the tiger and the shark. Even if it is true that a man must live, it does not follow that he must live the life of a moral weakling. A man who is sincerely desirous to do what is best at all times, not unfrequently finds himself in a quandary as to which of two or more courses he should follow, one being clearly right, others as clearly profitable. Is he to compromise with his conscience and choose



GEORGE E. M'LAUGHLIN

Instructor in Electricity and Shop Work



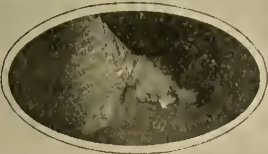
WOOD-WORKING EQUIPMENT

the latter? There is a rule which it seems to me always safe to follow. If the compromise means the choice of a greater good by the sacrifice of a less, we may compromise. We need however to be cautious lest we mistake self-interest for the greater good. We are closer to ourselves than to anybody else and there is danger that we loom unduly large in our own sight. For instance, if we have to declare our choice for one of two candidates for a public office, it is clearly our duty to choose the less of two evils, if neither comes up to the standard we could wish, seeing that one is sure to be elected. We should keep our eyes on essentials and not stand aloof as too many do, because we can not get exactly what we want. There is no greater folly than to refuse to take any part in government because we are unable to obtain such an administration as we should like. It is hardly possible to conceive of a government so bad that it is not better than none. The citizen who under a representative government is neu-

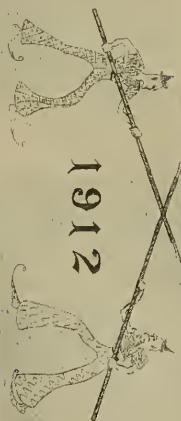
tral in politics shares the responsibility for bad government with those of set purpose try to make it bad. No weightier responsibility rests upon our young men than that which devolves upon them in their electoral capacity.

I should not like to affirm that the highest satisfaction comes to us from the consciousness of knowing some things thoroughly. I am strongly inclined to believe that the most self-satisfied man is the conceited sciolist, the smatterer. The domain of knowledge is unbounded, and the larger our attainments the more profound the feeling of our ignorance. Speaking for myself, I can say that I was better satisfied with my intellectual acquirements at eighteen than at twenty-five, and my satisfaction has been growing less during the intervening years. Gessler commanded Tell to shoot the apple from his son's head at a distance of a hundred paces because he supposed him to be the only living man who could perform such a feat. But since that day there





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have lived thousands of Swiss riflemen who could have performed the same notable deed at a much greater distance with even less risk. I have a great deal of sympathy for a young man who starts out in life with high aims and a noble ambition but who soon finds himself outstripped in the race for preferment by time-servers and trimmers. Quite naturally such a person will say to himself: I will sacrifice a little here and a little there for the present. When I get a foothold in the world I will return to my first principles. This is a dangerous course to pursue; it is apt to lead a little farther and a little farther from the path

keep us in health and strength to maintain us up to the highest degree of mental health and efficiency. It is with these that we must accomplish our highest achievements, for there are very few persons who can leave a permanent mark by their wealth.

It is important that every young man should frequently inspect his moral moorings. Occasionally explorers in the Arctic regions fasten their boats to a field of ice attached to the shore. Sometimes a part of the mass breaks loose and drifts away, taking the boat with it. If the men on board are not on the watch they may be far at sea before they are aware of what has happened. A similar fate will overtake the young man who does not scrutinize carefully the conditions surrounding him. When first entering a tannery or a glue factory we find the stench almost unbearable. But every time we repeat the visit the smell seems a little less disagreeable, and before long we can stay for hours in it without the slightest discomfort. The conditions have not changed, nor has the smell improved; but we have changed. A similar transformation may happen to our moral nature. We may drift into conditions that will eventually so blunt our moral sensibilities that we do without compunctions of conscience what at first we could hardly think of without a feeling of dismay. A sort of moral numbness comes over or overcomes the victim while he is all the time flattering himself that his condition is perfectly normal, when in truth it is pathological. This will explain how it is possible for a man to be an official of a church, to make unctuous addresses before young people's christian associations, to identify himself nominally with a religious denomination, and yet either connive at or actively participate in schemes that have in them no more of the spirit of Christianity than they have of Mahomedanism. Hypocrisy is a sort of Elijah's cloak which the servants of Baal sometimes put on to make the populace believe they belong to the school of the prophets; but they never deceive the wise. Any tailor can make a prophet's mantle and any rogue can wear it; but the mantle does not make the prophet. There has always been a disposition among a certain class of men to excuse moral obliquity by the plea that the end justifies the means. Whether this is true depends almost wholly upon the character of the person who uses the maxim. It is generally a mere afterthought that is well exempli-



**MINNIE FOSTER DEAN**

**Instructor in Stenography**

of rectitude. The man who becomes a sot begins with a single dram, then takes two, then another, and so on. Of course the sot like the moral pervert may have started on the downward road before he is aware of whither he is going. Such moral pathology is hard to cure. The danger is that our moral vision will become dim; our moral ideas perverted to such an extent that we eventually do things without compunction from which we would have shrunk aghast in former days. Young people are in constant danger of placing a false value on things they greatly desire. The fact is that it requires very little to



ART STUDIO



ART STUDIO



fied in the little girl's definition of a lie as an abomination in the sight of the Lord and a very present help in time of trouble.

The most unfortunate position into which a young man can get is one in which he is only required to perform a certain amount of routine service daily. I suppose most young men would be glad to get such a position, and it is fortunate that there are not enough to go round. The usual effect is that he does nothing but what he must and consequently ceases to grow. He is thus of almost infinitesimal value to the com-

who will profit by the example he has set. Is the man whose board-bill is two or three dollars a week one whit worse mentally, morally, or physically than he whose bill is two or three hundred? Does it make the man who is intrinsically worth a dollar—and any able bodied man is worth that for fertilizer—of more value by putting on him a hundred dollar coat? It is doing violence to the fitness of things to set five dollars worth of hat on five cents worth of brains. It is as much out of place as a monkey in a prayer-meeting, or a pair of gloves on a horse. Thomas Carlyle said more than once: "There is but one real religion—passionate love of the good, passionate hatred of evil." There is a lesson that every young man should learn and learn thoroughly before he becomes of age: in fact he can not learn it too soon. It is that he must put into the civil life of the community more than he takes out. It is through the unrewarded labors and sacrifices of thousands who fill nameless or almost nameless graves that it is as well with us as it is. That our conditions are not far better is wholly due to selfishness. We want to reap where we have not sowed and to gather where we have not strewn. The boy or girl who spends ten or twelve years in the public school, rarely pays anything directly for what he gets. If he spends four or five years in college, especially if in a State institution, he contributes less than one hundred dollars toward paying for the instruction he receives. If he spends his collegiate years in an endowed institution the cost may be higher; still he pays only a small part of it. The rest comes from the community in some form or other. Educational institutions on this planet are not endowed by residents of the moon and rarely by citizens of foreign countries. The young man who, upon receiving his diploma, congratulates himself that he is now free to devote all his energies to making money is either very selfish or very shortsighted. He is like the man who borrowed his neighbor's wheelbarrow year after year, but finally bought one of his own. Thereupon he informed the obliging neighbor that hereafter he intended neither to borrow nor lend. The State, the community, has a stronger claim upon him than it has upon the laboring man, or even upon the ordinary man of business. The debt he has incurred should be paid by service,—that is why the State has permitted it to be incurred. The abler the young man, the larger the debt, the larger



**MARIE LOUIS STAHL**

**Instructor in Drawing and Painting**

munity and to himself. Thousands of young men accept such a position with the purpose of holding it for a while and of later seeking a larger sphere of activity. Such expectations are rarely realized. They lean upon some one else, it may be the government, when they should stand alone. A great deal of the work done in this world for its moral uplift is done by the various religious agencies; yet how little of it is paid for! Who can measure the good that has been done directly and indirectly by the Salvation Army? Its founder declares, at the age of eighty three, that his life has been a happy one although he is almost destitute of this world's goods. In the nature of the case, there can not be many men such as he, but there can be many



ART STUDIO—COLLEGE OF ARTS

the claim for service. Don't be asking at every opportunity, "What is all this worth to me?" or, "Where do I come in?" I do not know what proportion of our people are officials—perhaps one in twenty-five or thirty. But the candidates are three or four times as numerous. Do you think that these men, whether their number be smaller or larger, are sufficient to enforce the laws on the statute-books? Far from it. It is especially in the domain of public police that cooperation among the citizens is essential to public order. A man of sterling integrity is never discouraged because he is in the minority. Enlightened public opinion is usually right, but it often requires much labor and time to enlighten public opinion. Be not dismayed if your party for the time being has few adherents. Martin Luther once said if he was doing the devil's work it would pass away: if God's, it would abide. He was often mistaken. Many opinions that he held have been outgrown. But very few persons even among his enemies deny that he was in the main prompted by disinterested motives and by an unselfish desire to make the world better. The larger results of his labors are still with us.

The contest is generally between power and pelf on the one side and principle on the other.

St. Paul says: "For ours is no struggle against flesh and blood, but against the various powers of Evil that hold sway in the darkness around us." In other words, we are not fighting battles that are to be won by physical prowess, but by enlightenment. It is true, the enemy is usually clothed in flesh and blood, but it is the spirit within that inspires. The history of mankind is one long struggle between justice and injustice, between what is right and what is profitable; between what gratifies men's carnal desires and the higher aspirations of the few. A familiar hymn declares: "Sure, I must fight if I would win." Fight then, but be sure to fight fair. Do not hit below the belt, to use the terms of the prize-ring. Even if you do not win you will have the consciousness of having done nothing of which you need be ashamed. It will be easy for you to recall many rights now universally recognized that were advocated not so long ago by but a small number of far-sighted men. Often a man has for a time no encouragement but his own conscience. Although the minority is not always right it is usually nearer right than the majority. The party out of power is always better than the same party in power. The grosser elements invariably move to the side that has the offices. This country has pro-



bably never produced an abler man or a greater orator than Wendell Phillips. A brilliant career was open before him at the bar. But he turned aside from the path that seemed made for him to fight against slavery. Whenever a committee asked him for his terms for a lecture his answer usually was: "I will give you a lecture on such and such a subject for so much, but I will deliver a lecture on slavery for nothing and pay my own expenses."

We are all more or less dependent upon the community and the world of which we form a part, but the vital force is always individual. No community ever inaugurated a reform, or made an important discovery, or worked out a great invention, or gained a great victory, or did anything worth while, without leaders. The Indians in their conflicts with the whites were almost always defeated notwithstanding their personal bravery because they would not obey a leader. Columbus discovered America, not the Spanish people, nor any part thereof. Napoleon gained victory after victory, not because he was more valiant than his soldiers but because he was a great leader. The same Germans that were generally victorious under Frederic the Great suffered defeat after defeat when he was no longer at their head. The most influential English statesman of the nineteenth century was William E. Gladstone, because he was able to inspire his countrymen with faith in his integrity and with confidence in the disinterestedness of his motives. The same may be said of every great leader in every sphere of human activity. If a man's work is to be enduring it must be founded on truth and right. Of our own Washington W. E. H. Lecky says: "It was always known by his friends, and was soon acknowledged by the whole nation and by the English themselves that in Washington, America had found a leader who could be induced by no earthly motive to tell a falsehood, or to break an engagement, or to commit any dishonorable act." Then the historian adds: "Men of this moral type are happily not rare, and we have all met them in our experience; but there is scarcely another instance in history of such a man's having reached and maintained the highest position in the convulsions of civil war and of great popular agitation." The world has seen greater commanders; it has produced greater thinkers and abler statesmen; it has never produced a greater man. Yet this man was foolish enough, as many people would

say, to risk his life on the field of battle, his reputation against the plots of some of his own countrymen, and his neck at the hands of the British government, year after year for his expenses. If he had been prompted by the prevailing spirit of our age, his first question, after Congress had chosen him commander-in-chief, would have been: "What is the salary? You surely don't expect a man to neglect his private business, take such a hard and risky job, without being paid for it?" It is true he was wealthy. But for that very reason he should not have entrusted his estates to another, for he was a careful business man. Herodotus tells a story of another commander who had some distinctly modern ideas although he lived twenty four centuries ago. When the officers of the Greek fleet at Artemisium saw how numerous were the Persian ships ready to oppose them, they became frightened and prepared to leave their countrymen, the Euboeans, in the lurch. Thereupon the latter offered the Athenian admiral, Themistocles, thirty talents to remain and fight for their protection. He accepted the money, gave eight talents to two of his peers among the allies, and thus induced them to stand their ground. But he had an eye to business, and kept twenty two talents for himself, though he had to lie about the transaction besides. This is a typical case. Is it any wonder that the ancient Greeks, the most wonderful people of the ancient world, were a melancholy failure in matters of government? Among the half dozen most influential British writers of the nineteenth century were Thomas Carlyle and Matthew Arnold. The income of the former never exceeded a thousand dollars a year and the latter left no estate. High thoughts and high pay seldom go together. Their contemporary, Lord Dodo, was the richest man in Great Britain. How many people outside of the circle of his immediate friends knew him or even heard of him? The two former will be remembered as long as people read English; the latter is already forgotten. Surely, the desire to get money is not in itself reprehensible; it only becomes so when it turns men from worthy pursuits, or when it is sought solely for selfish ends, and not primarily for objects that benefit mankind. I believe that every man who voluntarily connects himself with some religious organization, or even cooperates in its constructive activities, is the better for so doing. I am not



DIRECTOR'S OFFICE, SCHOOL OF ORATORY





AUDITORIUM—SCHOOL OF ORATORY

ready to make this assertion for those who are born into a church unless their childhood is passed under the constant impress as to what such a relationship means. From its very nature, the church stands for those things that pass not away, for those things that make men better and prepare them for companionship with the saints in the life beyond. That church members are often unworthy does not invalidate the claims of christianity upon our serious consideration. Some men are base enough to make church membership a cloak for evil designs, men who care nothing for the church except in so far as they can it use to promote their private interests. If a knave is ever entitled to our sympathy it is when he does not pretend to be better than he is. But the knave in the church not only reveals the baseness of his nature and the depravity of his heart; he also brings disgrace upon the organization to which he belongs. It is a saying both true and familiar that one can not serve God and Mammon. Men are judged by their conduct, not by their professions. A poor ignorant fellow who does the best he can deserves our compassion even though his success be very small; but an educated rogue merits only execration. The world

judges men, not by their professions but by their conduct; and conduct is pretty nearly all there is of life. It is usually more difficult to get a man out of a church than to get him in. I remember however that according to the Scriptures we are to let the tares grow with the wheat until the harvest. Every one who does not know the difference between the two is either very blind or very ignorant. And let it not be forgotten that there are several ways of spelling *tares* besides that given in the dictionary. I freely admit that muck-raking is not a pleasant occupation, and I doubt whether anybody likes it, although it is just now very much in vogue; at any rate many persons are engaged in it. A man who wants to make his living with a muck-rake will not find a job in a community where the streets are well swept and the lawns are well kept; where the alleys are clean and the back-yards between. It may be well to look for a moment upon one important factor in the career of every man. There is a mysterious agency in the life of every individual which is beyond human control. The Greeks were wont to personify it and call it Tyche. The Romans named it Fatum. We designate it by such terms as chance, fate, des-

tiny, Providence. It sometimes promotes the unworthy and rejects the worthy. It exalts the bad and casts down the good. It heaps honors on the undeserving and withholds them from those to whom they rightly belong. The United States has had twenty seven presidents. Of this number not more than four or five, perhaps not more than two or three, were the best men qualified for the position among the candidates. Samuel J. Tilden was probably elected, but he was never inaugurated. James G. Blaine was undoubtedly defeated by a single ill-advised sentence uttered



**HARRY RAYMOND PIERCE,**  
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at a critical moment by an obscure clergyman. Votes, it is true, cannot make a small man great, or a great man small; but they can immortalize. They can honor; they cannot dishonor. But they can keep a man out of a position which he is eminently qualified to fill and give it to one who is utterly unfit. It remains therefore for us to do our duty, which is to do our best, and abide by the result. Some of the world's greatest men as well as some of its greatest benefactors have never held a public office, even when the choice was in the hands of a few electors.

The older I get the more belligerent I am becoming. The whole course of events has convinced me that nothing worth having can be got without fighting for it. Many centuries ago Herakleitos wrote: "We should understand that war is universal and that justice is strife and that everything arises through strife and is carried on by it." If people of Athens county were to act upon this injunction and the result were to happen visibly, what a scurrying there would be over the boundaries, north, south, east and west. Once more I say, stand on your own feet. This is better advice than "Paddle your own canoe," "Hoe your own row." You may not have a canoe, and neither hoe nor row. Do not lean on anybody else. If you need help, ask for it as a matter of right, or of business, not as a favor. Always be ready and willing to help others, but be chary about soliciting it for yourself. Work for yourself, but not exclusively for yourself. You owe a great deal to the agencies that have made your country what it is. Here is an inheritance that you should not only not permit to degenerate in your hands; you should transmit it to future generations increased in amount and enhanced in value. Make yourselves more useful to the community than it is to you. Give more than you receive. Always lend a sympathetic ear to criticism and advice. Some of the former will be unjust and much of the latter useless, but both are worth heeding. No man is so wise in everything that there is not some man wiser in something. Napoleon was the greatest military captain of modern times. If he had not always felt wiser in his own conceit than seven men who can render a reason, his dynasty would probably still be on the French throne. Be slow to make an unconditional promise, but when once made, keep it unless a physical impossibility intervenes. Don't be afraid to exchange an old opinion for a new one, test the latter carefully before you accept it. It is no disgrace to admit that you were mistaken, or that you were guilty of wrong-doing. It is of record that God repented, but not that the devil ever did so. We can not avoid mistakes; we can reduce the number to a minimum. Never be unjust. You rarely will be if you give every man a hearing. No person is so insignificant that he is not entitled to it. Remember that Justice is the end of civil society, and its realization in practice the goal toward which all enlightened





NORMAL ART STUDIO



GRADUATES IN PUBLIC-SCHOOL DRAWING

little boy who said in his evening prayer: "Lord, make me strong like lions and tigers. I've got a boy to lick to-morrow." But he had better waited a few years, then said: "Lord, give me insight and courage and persistence so that I may fight the devil as long as I live." Jesus said: "If a man smite thee on thy right cheek, turn him the left." But he did not tell us what to do if he smites us on that also. I once heard a student say: "If a man were to compel me to go with him a mile, I'd rather go with him the second mile than not; but I'd see to it before we parted that he would never want my company again." President Taft has done some things



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that I wish he had left undone and left undone some things I wish he had done; but I heartily commend his course in defending himself. I believe in fair-play. I believe in giving every man who is attacked a hearing. The truth is more important than dignity, even presidential dignity. Furthermore, I may add in this connection, if I had to select a board of arbitration to pass upon a question involving the principles of justice and injustice I would rather submit it to any body of students I have known than to a corporation. I am sure they would be less influenced by selfish considerations.

In a little volume of which doubtless all of

you have heard and which many of you have perhaps read, but which none of you have studied as much as you should, you will find these words: "Watch you, stand fast in the faith, quit you like men, be strong." Furthermore: "Put on the whole armor of God that ye may be able to stand in the evil day, and having done all to stand firm. Stand therefore having your loins girt about with truth and having on the breast-plate of righteousness and your feet shod with the preparation of the gospel of peace." Is a man to put on a whole armor for the purpose of sitting still? Peace should come after the battle for right, for truth, for justice is won. Again I read: Resist the devil and he will flee from you. We may change these words just a little and still preserve the spirit of the passage: "Resist the devils and they will flee from you." Always be more ready to give credit than to receive it. The judicious will know how to discriminate. You can't fool people whose good opinion is worth having.

"So live, that when thy summons comes to join  
The innumerable caravan, which moves  
To that mysterious realm, where each shall  
take

His chamber in the silent halls of death,  
Thou go not, like the galley slave at night,  
Scourged to his dungeon, but sustained  
and soothed

By an unfaltering trust, approach thy grave.  
Like one who wraps the drapery of his couch  
About him and lies down to pleasant  
dreams."

## ANNUAL SERMON

# What are We?

By

William H. Scott, Class of 1862 and

Ex-President of Ohio University

*What is a man profited if he gain the whole  
world and lose or forfeit his own self?*

Luke 9:25, American Standard Version.

The contrast is familiar: self, world; soul, universe; ego, non-ego; subject, object. Our whole experience is cleft by it into two great





hemispheres. It is involved in all sensation, perception, knowledge, thought, feeling, willing,—in every conscious process of our mental life.

Each member of this fundamental contrast presents its problems. Who can solve the riddle of the universe? Many have tried; no one has succeeded. Problems no less difficult and even more immediate and vital lie in the other member. What are we? Why are we here? Whence have we come? Whither are we going? These questions go deep, and none of us who have grappled at all seriously with life will deny that they are the questions of supreme concern. Since we have time for but one of them, let us confine our attention to the first, as being the most fundamental and the most intimate.

WHAT ARE WE? What is this self which the text sets over against everything else, and which, if it be lost, leaves the man a loser even tho he gain the whole world? Another word which is often used as its equivalent is Person. But what is a person? Matthew and Mark in the verses corresponding to the text use the word soul instead of self. Mind and spirit are often used in the same way. But what is soul, mind, spirit? Speaking generally, there is but one way to discover what a thing is, and that is to observe what it does. How does it behave? How does it manifest itself? Such an inquiry will afford us some clue to the nature and attributes of the self, and at the same time show us something of the momentous importance of the question, "What is a man profited if he gain the whole world and lose his own self?"

What then are the functions of that which we think and speak of as the self, or person, as mind, or soul, or spirit? What does it do?

First, acting as intellect it organizes our knowledge. The materials of knowledge are furnished from without thru the senses. But they come in fragments, here a little and there a little. We can not receive even an individual object, an apple, as a single datum. It is given in morsels,—color by one sense, odor by another, taste by another, hardness or softness and roughness or smoothness by another. But the several items, received thus thru different channels, are brought together at "headquarters" and united into a single whole representing the apple. We call it the idea of an apple. In learning a complicated business, such as farming, one does not acquire his knowledge all at once but thru years of slow and often

painful and disheartening experience. He picks up facts and methods one at a time. They number hundreds, even thousands, and are of the most various descriptions. But numerous and various as they are, they must all be brought into proper relations with one another, organized into a system, and reduced to that unity which we call farming. This is true also of the minor affairs of daily life. Each of them consists of an indefinite number of details which must be arranged into a little system. Without organization knowledge is useless; indeed, it can hardly be called knowledge. Science, which is considered knowledge *par excellence* and is by definition "knowledge co-ordinated, arranged and classified," differs from other knowledge only in being organized with greater care and according to more general laws.

But organization is not an accident. Items of knowledge do not just fall together in order. The facts and methods essential to business management on the farm or in the office or in the home, do not arrange themselves spontaneously into a convenient and effective system. The elements of a science do not organize themselves by mutual attraction. To build the raw materials of knowledge into a system, be it ever so crude, requires observation, experiment, attention, comparison, judgment, inference,—in a word, thought. The organization of knowledge, therefore, must be the work of an agent,—an agent that is capable of estimating the materials with which it deals, of perceiving their relations among themselves, and of combining and arranging them according to a plan. That is to say, it must be a rational agent. Can there be any doubt that the potent agent which presides over these operations is the human mind? Architecture, art, science, literature, education, communication by post and by electricity, exchange, transportation, government, and every other form of systemized knowledge that we possess, are products of the thinking self, which in each case has wrought the incoherent elementary ideas of the subject into a distinct unity. That same agent, working steadily and patiently thru the ages, has also constructed all these subordinate unities into one great aggregate, that complicated and mighty system which we know as modern civilization. Organized knowledge, tho still so sadly limited and imperfect, is nevertheless a sublime achievement of mind, of the human self.





The mind not only constructs, it guarantees, our knowledge. Realist and idealist alike must come to this, that experience is its own ultimate warrant. There is a difference between knowledge and knowing that we know, and the final proof that we know is the actual experience of knowing. I know that I know because I am conscious of it; it is a matter of immediate experience. Fire burns; ice is cold; the sun gives light. How do you know? How, in the last analysis, but by your own experience of the facts? Self is not only the architect, but the authenticator, of its own knowledge.

But human knowledge is restricted to narrow bounds. Mere knowledge would not be adequate as a guide of life for a single day,—scarcely for a single hour. Not only the just, as the Scriptures say, but also the unjust, not only shall live, but have lived and do live, not by knowledge, but by faith. In all our common affairs and associations we walk by faith and not by sight. At this moment you sit here with a quiet mind because you have faith that these people who sit around you are not thieves and cut-throats. You will lie down to sleep tonight in the faith that society will protect your home, and that your home itself will not tumble down in ruins on your head. You have faith that your money will buy bread, that the horse you drive will not run away, that the train on which you ride will not leave the track or fall thru a bridge, that your employer will pay you what he promised that the business you are engaged in will support your family. Or, just so far as you lack faith in any of these things you are disturbed and anxious.

Consider too that most of the interests of life lie in the future. They are matters of desire or hope or expectation. And yet the future is completely hid from our eyes. We know nothing, absolutely nothing, about it,—except its uncertainty. "We know not what a day may bring forth." A day! Not what an hour, a minute, a second, may bring forth. Of all that mysterious realm, on whose hither boundary our feet are even now planted, but which stretches away, and away beyond our utmost conjecture, we are compelled to admit, "we have but faith: we can not know." Utterly destroy faith—faith in the course of nature, faith in the order of society, faith in the word and conduct of men,—and who could endure to live?

But there can no more be faith without a believer than there can be knowledge without a

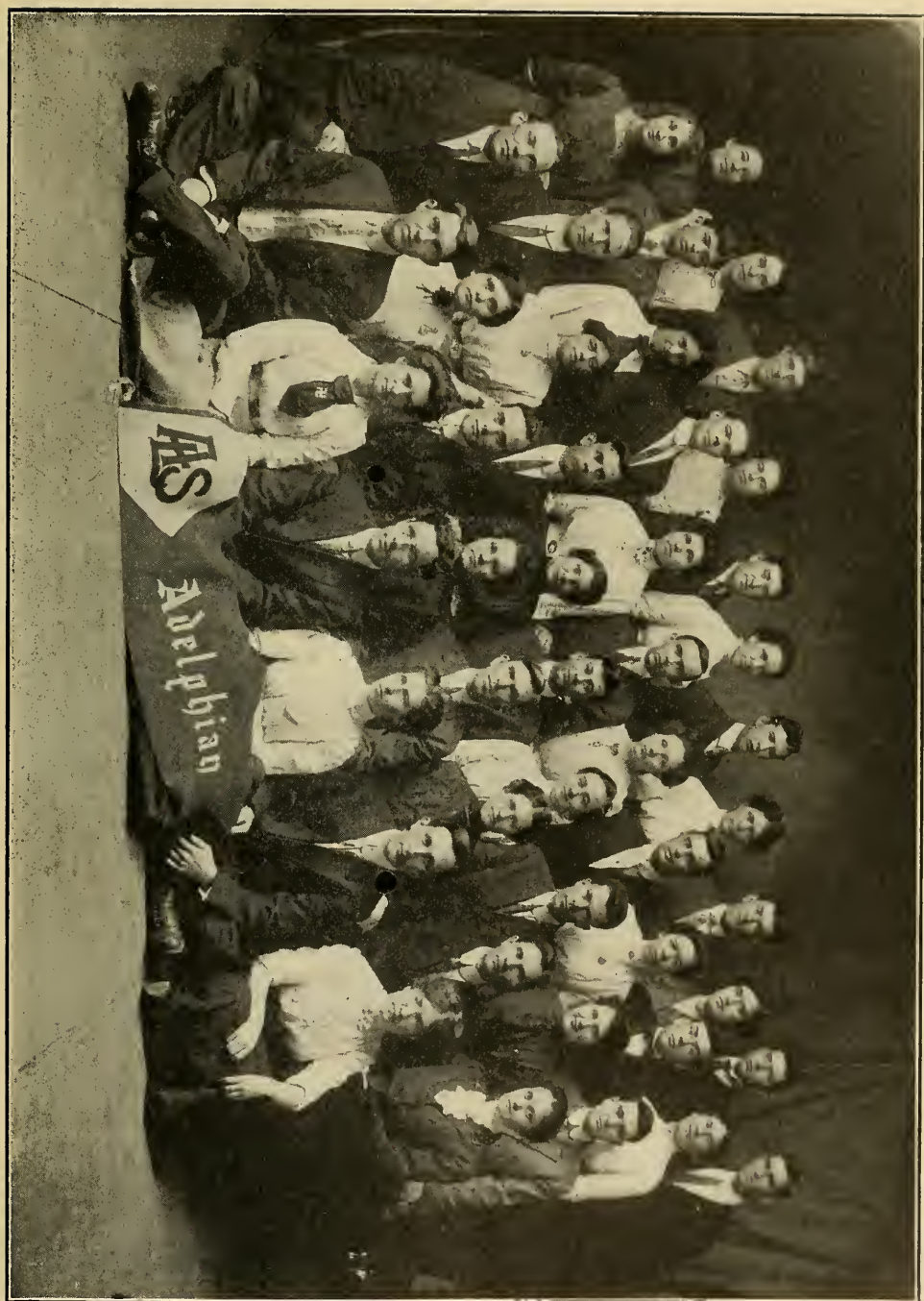
knower. Faith can not exist as a mere abstraction; wherever it exists it is the faith of a person. Self is the author of faith, no less than the organizer and guarantor of knowledge.

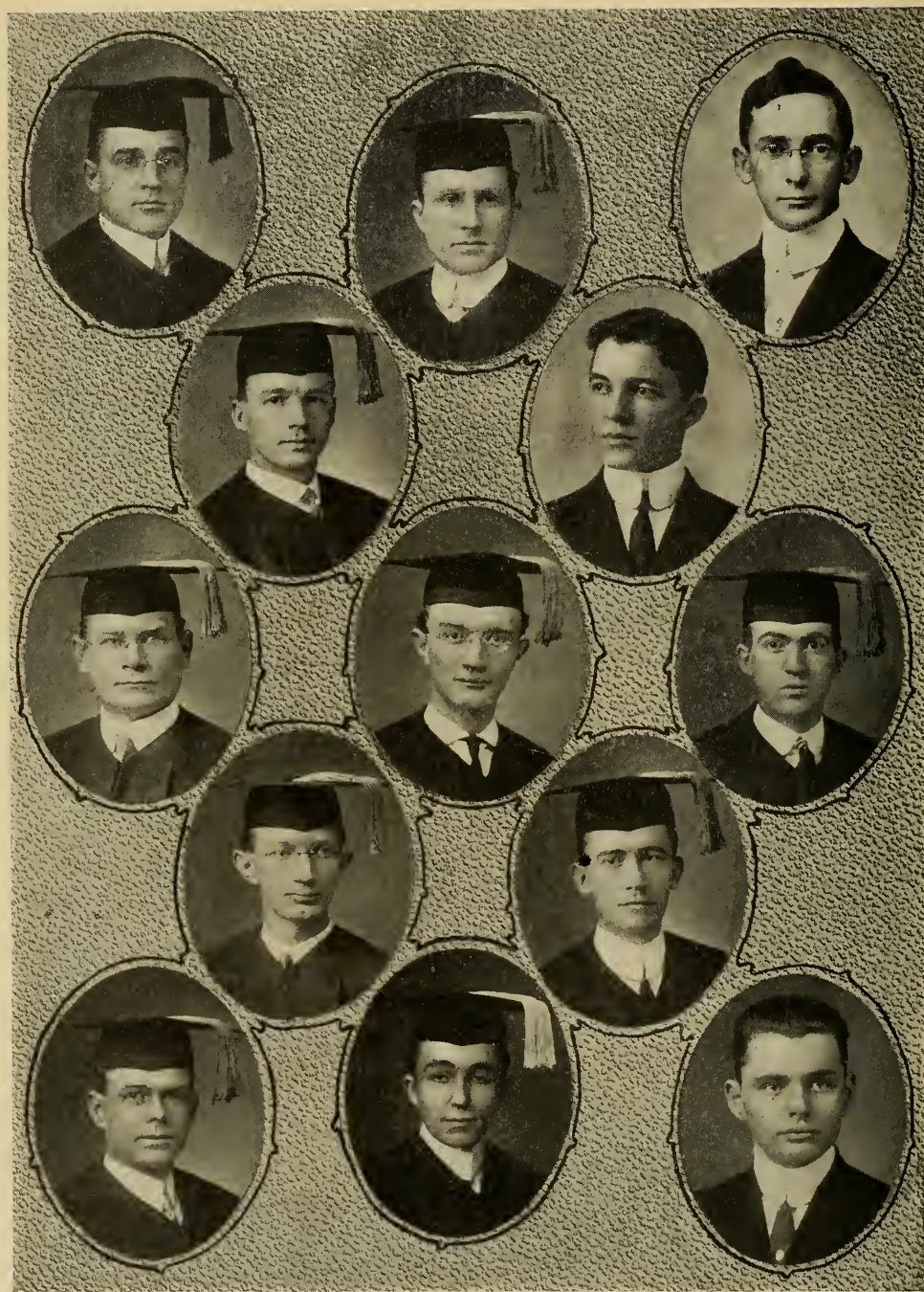
The self, or mind, can know itself. It can be self-conscious. The difference between simple consciousness and self-consciousness is this: In simple consciousness the attention is directed exclusively on the object, on that of which we are conscious, while in self-consciousness the attention is partly directed to the subject, to the self that is conscious of the object. When you are self-conscious, you are conscious not only of, say a thought, but also of your-self as having the thought. When you are embarrassed, you are conscious of yourself as being embarrassed.

I must pass over the extensive controversy about the distinction between the "I" and the "Me" in self-consciousness. I believe that self-consciousness is real, and that it is immediate. Self is conscious of self; subject and object are the same. This is a distinctive mark of personality. Nothing else is capable of it.

The self is conscious of its own identity. It knows itself to be the same from moment to moment, from day to day, and from year to year. I who stand here speaking to you now know myself to be the identical person who as a youth graduated from this institution fifty years ago. Do you remember the little boy, not quite four years old, who one summer day two-thirds of a century ago, while playing alone in the garden, saw a yellow berry on a bush and pulled it? Do you remember the delicious odor of it, and how he put it in his mouth and felt it melt away with a new and exquisite flavor? And do you remember the sudden gust of wind that sprang up a little later, how it caught a large piece of paper and swept it thru the air, over the house and out of sight? No; you do not remember that. Why? Because you never had that particular experience. You were not that boy. But I remember it well. Those two experiences, so unlike each other,—the first sight and smell and taste of a raspberry and the wild flight of the paper thru the air,—remain in my memory inseparably associated with each other and with that hour and that spot. Why? Because I was that boy. I have undergone many changes since then,—changes in size, in appearance, in knowledge, in modes of thought and feeling, in material and personal relations; and yet







Y. M. C. A. CABINET





PERMANENT QUARTERS OF THE Y. M. C. A.

none of these changes, nor all of them combined, dim in the slightest degree my present consciousness of my identity with the little boy in the garden on that lovely summer afternoon.

But personality has still other marks. Throughout the whole range of experience self is the only efficient agent that is directly known to us. Animals, plants and even inorganic things seem to be agents. We think of them as the causes of movements and transformations in other things. The horse moves: the load moves. We say, "The horse makes the load move. He is the cause." But we do not see that he makes the load move. No cause, no power, is visible. We only infer that from the movements, which are visible. But if you pull and the load moves, you not only see the movements but you feel the effort. First, you will to pull, and instantly you pull. In this you are conscious that you will and you are conscious that you pull; but the critical point is that you pull *because* you will. Your willing was an impulse that made you pull. Secondly, when you pull you are conscious of energy going out of you, which you yourself are expending and which you are directing to the very purpose of moving the load. I know

that this is denied, but I believe that a thoro



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analysis and a sound interpretation of experience will confirm it beyond a reasonable doubt.

Now it is this consciousness of your own experience, this immediate and therefore unmistakable knowledge that you yourself are an efficient agent—it is this, and this alone, which furnishes the ground for your inference that the horse causes his load to move. His visible relation to the load is like yours, and you reason that he exerts an energy like yours. What you observe in the case of the horse is nothing but a succession of events; but you interpret by your own inner life, which is consciously dynamic.

We are conscious, not only of agency but of free agency. We are able, not only to do, but to choose what we will do. Here is the highest kind of agency. Hence come moral action and responsibility. In the face of the fiercest temptation, in the midst of the most turbulent conflict of spirit, when self is hotly arrayed against self, I am able to say, "I will not do wrong."

"It matters not how strait the gate,  
How charged with penalties the scroll,  
I am the master of my fate,  
I am the captain of my soul."

Self is the seat of happiness. It is the beneficiary of all the rewards and satisfactions of life. Things do not enjoy. The flowers, however lovely, the forests, however majestic, the mountains, however magnificent, the stars, however sublime, never had the slightest taste of enjoyment. In the presence of the lovely, the majestic, the magnificent, the sublime, they feel no sense of grandeur, no thrill of delight. Animals experience animal pleasure; but what do they know of the flush and exultation of great thought, or the noble joy of doing right in the face of opposition and loss, or the deep and abiding satisfaction of sacrifice for the sake of others? It is reserved for persons alone to drink from these and kindred wellsprings of happiness. Persons alone ever know the pure and exalted pleasures of patriotic and philanthropic, of moral and religious emotion.

The self is the ground and constituent of all higher values. All higher values center in persons. The inherent value of a person rises immeasurably above that of any, even the most sentient, animal. The highest values belong to thought and feeling, to choice and free activity; and of these the highest values belong to the highest thoughts and feelings, the highest choices and free activities. Blot out all consciousness, human and animal, and you blot out

all values of whatever degree. Blot out the highest consciousness and you blot out all the highest and most precious values. The essential values are social, esthetic, intellectual, moral, religious. They are possible only in that which can know and think, which can feel and choose, which can appreciate and respond. And that is found only in the realm of spiritual existence: it is the living and inquiring spirit.

The self is the basis and qualification for all our finer and nobler relationships. Personality is not a thing by itself. It depends on its relations to the world of nature and the world of persons. Even its relations with nature may be so permeated with thought and feeling that on the human side they become intellectual, esthetic, moral, and spiritual. Wordsworth, after describing the effect which nature had on him as a boy, when the sound of mountain torrents "haunted him like a passion" goes on in these noble lines:—

"I have learned

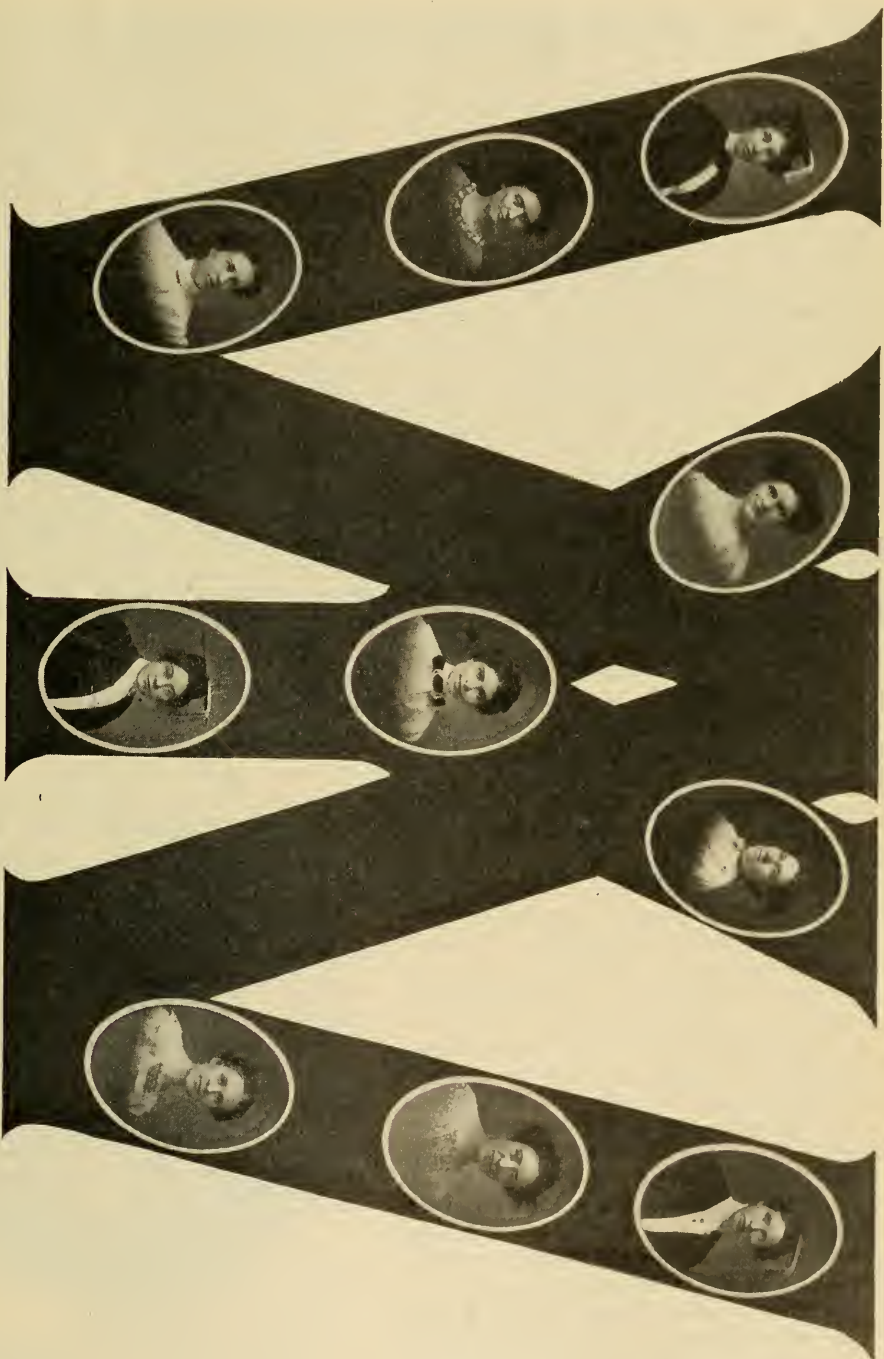
To look on nature, not as in the hour  
Of thoughtless youth; but hearing oftentimes  
The still, sad music of humanity.

And I have felt

A presence that disturbs me with the joy  
Of elevated thoughts; a sense sublime  
Of something far more deeply interfused,  
Whose dwelling is the light of setting suns,  
And the round ocean, and the living air,  
And the blue sky, and in the mind of man;  
A motion and a spirit that impels  
All thinking things, and all objects of all thought,  
And rolls thru all things. Therefore am I still  
A lover of the meadows and the woods  
And mountains; well pleased to recognize  
In nature and the language of the sense  
The anchor of my purest thoughts, the nurse,  
The guide, the guardian of my heart, and soul  
Of all my moral being."

Surely none but a person is able to read such lessons in meadow and wood, in stream and sky. But it is in its relations with other persons that personality reaches its highest altitudes. Here it attains an intimacy, a refinement, an exaltation inconceivable as existing in any lower order of being. The answer of intelligence to intelligence in human intercourse, the kindled feeling that warms and irradiates it, are possible only among persons. Even on common levels there is often a meeting of soul with soul. On higher levels there is a swift interpretation,





Mella Van Meter, Maro Evans, Gaurie Ricketts, Etta Ayers  
Virginia Crisenberry, Ethel Lunley, Florence Miesse  
Ethel Boyles, Elizabeth Murphy, Key Weirick

an inexpressibly subtle sense of vital contact, a glowing delight of fellowship, of which no earthly being is capable but man. The communication of thought as it is uttered by a great speaker or as it is found in the pages of a great writer, is a function peculiar to spirit, and spirit alone can receive it. Spirit entrances spirit and bears it to unwonted heights.

No human relationship is so purely spiritual as true friendship. Perfect friendship is always a fellowship of spirit, intimate, elevated, and unrestrained. The affections, which are the native soil of friendship, rank with reason and will among the highest endowments of our nature. They have a fineness and tenderness which is peculiarly their own. They are the sources of our sweetest and most exquisite happiness. When high souls meet in pure and generous and trustful affection, then is the truest and deepest of all joy. Like the quality of mercy, friendship

"is twice blest;

It blesses him that gives and him that takes;  
'Tis mightiest in the mightiest; it becomes  
The throned monarch better than his crown.  
It is enthroned in the heart of kings;  
It is an attribute of God himself."

Friendship is the quintessence, the richest and divinest effluence of the spirit; and nothing but a spirit can conceive or possess it. For such a relationship only the rarely noble and rarely sincere are qualified. Our personal attainments furnish the test; the measure of our personality is the measure of our fitness.

But our relations with the natural world and with the social world immediately about us are not the only ones that we may sustain. We may have others of far wider scope, relations with the universal and transcendent. Around us stretch the infinite and the everlasting. More than that, and vastly more significant, there has somehow found its way into the minds of men a faith that, hidden from our senses, there lies a spaceless realm, an immaterial universe, where spacial and sensible things do not exist, but only thought and love will and all that these imply. It is the realm of spirits and spiritual realities, the realm which we ourselves, as selves, as spirits, do now inhabit.

Do you say that our relation to such a realm, and even the existence of such a realm, seems to you a delusion and wholly incredible? If that be incredible, the most potent voices and the sublimest faiths of our nature are incredible; the

most ardent aspirations, the most imperative hungers, the holiest hopes of mankind are incredible; the richest and most satisfying experiences of the race are incredible; immortality and God and religion are incredible. If no relationship to a world of spirit is possible to us, if we have no faculty or sensibility by which spiritual realities may become conscious to us, then that lofty level of our nature which we have been accustomed to regard as the scene of our exalted experiences and as the plane on which all that is highest and best in us might sometime be brought to fulfillment, is but a desert, a region of complete and hopeless desolation.

You have not walked that mountain plateau? You have not breathed its pure, invigorating air? The mystic influence which streams down upon it from the stars has never swept like an inspiration thru your soul? Why are you content to wander always in the lowlands, blind to the glorious light that shines in the heavens above you and undisturbed by any longing after the things of the spirit? However it has come to be so, if you have never received that ineffable influx, you have missed hitherto the best that life has to give. Open your nature to its awakening power. "He that seeketh findeth." Take a little time each day to lift your thoughts to higher things. Read in the eighth chapter of Romans or the Imitation or Wordsworth's lines written above Tintern Abbey or Emerson's *Oversoul*; or take some of the finer things in Marcus Aurelius or Seneca or Epictetus. Read the passage again, and again, and yet again. Give yourself wholly—not by strain but by surrender—to the thought and sentiment. Think your way,—feel your way, into the very marrow of it. Commit it to memory. Go over it in thought when you walk or whenever your mind is free from other occupation. Gradually a new and gracious influence will pervade your brain and breast. It will filter down to the depths and fertilize the roots of your mental and spiritual life. It will tingle in your veins; it will glow in your heart; it will shine in your eyes; it will inspire and possess your soul. It will spring forth as flower and fruit in speech and act. It will fill you with the joy of beauty and the wealth of goodness, and make your very presence a benediction to men.

Here is an experience which testifies that we are above nature and have communication with sources of life and thought and emotion surpassing sense and all our animal being. Per-





PERMANENT QUARTERS OF THE Y. W. C. A.]

sonality has a supernatural endowment which



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makes it a member of the spiritual universe and  
a witness of spiritual truth.

What is the heart of evolution? What is the whole meaning, the inmost secret, of the world? It is that from the beginning, from the elemental chaos, on thru unreckoned ages of darkness, thru unreckoned ages of blind groping, thru unreckoned ages of restless turmoil and commotion, of ferocious conflict and struggle, of indescribable suffering and death, the mighty process has been working slowly, incessantly, inevitably forward and upward toward, first the production, and then the perfection of man. The triumphant consummation of all those dark and awful millenniums is conscious and rational humanity. "I see in the whole evolution of life on the planet", says Bergson "the effort of this essentially creative force to arrive at something which is realized in man." \* Paul declared the same great truth two thousand years ago: "The whole creation groaneth and travaileth in pain together until now;" "for the earnest expectation of creation waiteth for the revealing of the son of God." †

Hegel said, "Be a person." The exhortation has in it the essence of every challenge and every appeal ever addressed from the heights to

\*Hibbert Journal, October, 1911, p. 38.

† Romans, VIII, 22, 19.



## LINWOOD SUMMER CONFERENCE—1911

a human soul. Be a man! Be a woman! Not a halfling, but a great-minded, full-endowed, whole man or woman. The result on which the conflict depends is now going on. It is the conflict between the world and your own self. Which shall be uppermost? If you make it your controlling aim to gain the world, its wealth, its distinctions, its applause, it will absorb your soul. Your nature will shrink and shrivel, and at last sicken and die. What will it profit you if you gain the whole world and lose your own self? But if, on the other hand, you aim, first and finally, to enlarge and enrich your higher nature, your rational and spiritual self, the

world will become your instrument, the means to your supreme end. It will enable you to realize your true self, to experience what it is to be indeed a person. You will then understand, as you never could before, that the question "What am I?" is the most intimate and the most pregnant of all questions; and that the answer to it carries all that is greatest and most precious in human attainment. For to be a person in the full sense of the word is to possess a nature of the highest order. It is to come full-orbed to the zenith of your being. It is to be a child of God, made in his image and after his likeness.



Philomathean

Athenian

Adelphian

## Prize Oration

## TWELFTH ANNUAL

## Oratorical Contest

June 10, 1912.

## PROGRAM.

- Solo—The Nightingale's Song.....*Nevin*  
Miss Alice Ida Lindsay
- Oration.....Harry De La Rue  
"Immortality"
- Oration.....Carrie E. Ricketts  
"Modern Minotaurs" (c)
- Oration.....Herman H. Young  
"The Awakening Conscience of the Public"
- Solo—Vulcan's Song (Philemon et Baucis)....  
.....*Gounod*  
Harry L. Ridenour
- Oration.....Martin E. Bieler  
"The Supremacy of Man"
- Oration.....Lewis H. Miller  
"The Message of the Andes" (a)
- Oration.....Samuel S. Shafer  
"The Spirit of Service" (b)

## PRIZES.

- (a) First Prize, \$50.00.  
(b) Second Prize, \$30.00  
(c) Third Prize, \$20.00
- The Prizes are offered through the generosity  
of Mr. J. D. Brown, of Athens, Ohio.

## JUDGES

- Hon. H. W. Crist, Delaware, O.  
Supt. F. H. Layton, Lancaster, O.  
Rev. Earl Slutz, Jackson, O.

"The Message of the Andes," the first prize oration in the oratorical contest between the three literary societies of the university delivered by Lewis H. Miller, will be found below. It was with this oration that Mr. Miller won first place in the Brown contest held here on June 10th. Mr. Miller this year made one of the most noteworthy records in public speaking ever achieved by a student in the Ohio University in a single school year. "The Message of the Andes" is a remarkable production and when delivered by its young composer is a splendid oration.

It follows in full:

On the lofty Andes mountains dividing two South American republics stands a monument towering into the ethereal blue, and bearing this inscription: "Rather shall these mountains



LEWIS H. MILLER

crumble into dust than that covenant of peace be broken which the Chileans and Argentines have sworn to maintain."

Thus by the common consent of two countries a whole law is written in one mighty sentence, and just as the lighted torch in the hand of the Statue of Liberty lights the ships into New York harbor when storms arise, just so does this inscription, written high on the monument, pacify every fear of two republics when distrust and avarice stalk through the land.

A lesson for every nation and every people is here portrayed like handwriting on the wall which the world should read at a glance. They



ORATORICAL ASSOCIATION



have there resolved that law is higher than war and reason more powerful than might.

Now let us consider for a moment, if in this the 20th century there is further cause for war. The judgement of history announces three great causes of human warfare, religion, land and liberty. It may have been just and necessary to fight the religious wars of Germany, when there was no appeal to reason. The verdict of humanity pronounces that it was just that Martin Luther should post his theses on the church at Wittenberg and the German people should struggle in warfare for thirty years, for by that war they gained the treaty of Westphalia. But religion no longer invokes war, denominations work side by side in the same state and same city, all for a common cause the fatherhood of God and the brotherhood of man.

Then again it took a French revolution to free the people from a type of feudalism and break the power of tyrant rulers. And in this second instance history writes the silent judgement and ranks that war as just. Even though the streets of Paris ran red with blood and pure innocence had to suffer, far better is that horrible page of history than that the rule of demagogues should fetter human beings and forge chains for their limbs.

And once more when considering the conditions between the North and South in our United States, no one in all the world would ever say that the Civil War was wrong, for it freed the slave. Every measure was used from the Compromise of 1820 to the Compromise of 1850 to settle human slavery without bloodshed or war. But all of these methods were of no avail only the arbitrament of arms could pronounce the verdict, at Gettysburg and Appomattox. By that war this nation gained an Emancipation Proclamation and since that day not a trace of human slavery remains in our land.

Thus it is not difficult to see that the three great causes of warfare are no more. Religion pronounces peace to all nations, the controversy over land is passed; no new discovery fills nations with a desire to conquer; and last of all human slavery in civilized nations does not exist.

The civilization of the 20th century is a reign of law, equality and freedom. Man is a creature of discontent, dissatisfied with the past, unsatisfied with the present and looking forward to the future for new eras to gain. And it is this that lifts humanity; for life is low and mean

when unglorified by the hopes of another day.

In this evolution of ethical and moral law civilized nations have long ago declared that fighting duels is wrong and the law now brands such practices as murder. There was a time when disputes were settled in this way and to refuse a challenge to fight with guns or swords was branded as cowardice. Aaron Burr, a vice president and Alexander Hamilton, a statesman, fought a duel and Hamilton lay dead on the field. If it is wrong for individuals to fight a duel, is it not all the more wrong for nations to resort to the same method with our modern implements of warfare? Considering it slowly but surely is the downfall of any nation. War from every possible standpoint changes times.

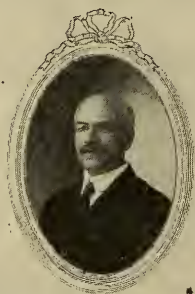
War does not build up but tears down and destroys. It is not a case of justice and right, but force and might. Not an example of reason and trust, but an exhibition of power against the weak. Is this a true standard for nations to maintain? Ought the conduct of nation toward nation be less humane than that of man toward man? Is there a rightful reason to set up one standard of ethical law for individuals and an entirely different one for nations? Why should we execute a man for the murder of a single being and glorify a nation for its slaughter of thousands? The law of holy writ that "thou shalt not kill" has the horrible meaning to individuals but means nothing to nations.

The United States spends annually more than one half her entire revenue to maintain her armaments of war. The burden of taxation is pressed down upon us to prepare for war in a time of peace. Thus a recurring debt is always upon us to equip our armies and repair our battleships. Far better it would be to hasten the era of universal arbitration and assure the reign of peace which once established would rule supreme.

England, Germany and the United States by combination could establish the peace of the world, against which no nation would dare transgress. Then there would be concentrated the wisdom and justice of which poets have sung for ages and which statesmen have advocated from the time of Rousseau. Then would be ushered in the "Golden Era of Humanity and the Universal Monarchy of Man."

International arbitration is not a dream but a reality. Already over three hundred disputes have been settled by the Hague tribunal and in not a single instance have the contending par-

English



Club





ties disregarded the adjudication and resorted to the force of arms. The Russo-Japanese War was ended and conflicting claims adjusted by a court of arbitration. What need then was there of war, the taking of life and destruction of property, only to result in final settlement by peaceful means. Two belligerents at war, just as individuals at strife, can never reach an agreement as long as hatred and envy remain, but when anger fades away and gives its place to reason: difficulties can always be removed by arbitration.

Such an ideal is surely worthy of emulation. Instead of the mother's martial song to her children, instead of the school boy being taught to imitate the soldier in his play, instead of statesmen upholding their nation right or wrong, let us have sung, let us have taught, let us have pronounced from the public platform, the patriotism of peace, the brotherhood of man.

It took the people of Chile and Argentine more than four centuries to discover that peace is better than war and to write their law on the summit of the Andes. But perish that law never shall. As long as the forces of nature permit the Andes to stand, these two nations will be lovers of justice.

Across the broad Atlantic, in the city of the Hague stands a Temple of Justice not erected by one nation or one people, but by all the nations for all the people. A mighty structure embracing all the architecture of the 20th century, a perfect emblem of peace known as the home of the Hague Tribunal. Though perfect, the structure, and supreme its mission, the work is just begun, a fitting emblem should be inscribed upon the Temple to become the universal law of nations. When this is done, then and not until then, will wars cease upon the earth. Let us then hasten to have written, as did the people of Chile and Argentine, high on the Temple of Justice, this imperishable law of nations "rather shall all things pass away than that law of peace be broken, which this world is here sworn to maintain."

### COLLEGE OF MUSIC Graduating Class of 1912:

McKinley Slator Bethel.....Athens  
Helen Worth Falloon.....Athens  
Hannah Louise Higgins.....Athens  
Elizabeth Mearle Logan.....Athens  
Charles Don McVay.....Athens

Agnes Dyson Beck Millikan.....Athens  
Harry Lee Ridenour.....New Lexington  
Elma Vera Starr.....Athens

### ANNUAL RECITAL UNIVERSITY AUDITORIUM

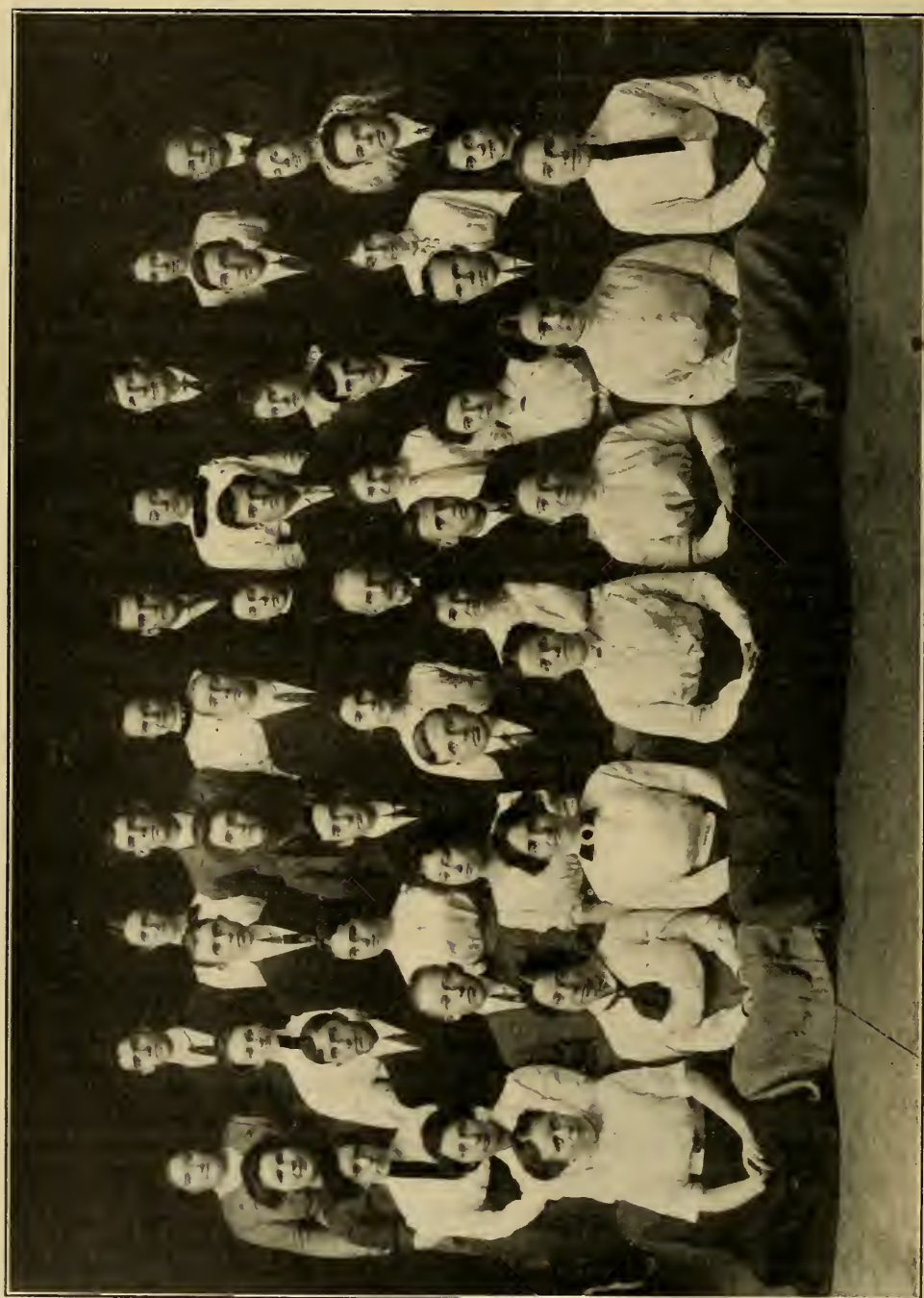
Tuesday Evening, June 11, 1912

1. Quintet—List the Cherubic Host.....*Gaul*  
Miss Starr, Mrs. Millikan, Miss Falloon,  
Mrs. Logan, Mr. Ridenour
2. Adagio and Scherzo from Ninth Concerto  
.....*De Beriot*  
Mr. Charles Don McVay
3. a. A Swan.....*Grieg*  
b. Ah! Sad Indeed My Heart *Tschaikowsky*  
Mrs. Earl C. Logan
4. a. 1620, from Sea Pieces.....*MacDowell*  
b. Berceuse.....*Chopin*  
Miss Hannah Louise Higgins
5. Aria—Thou Lovely Bird (Fl. Obl.) *David*  
Miss Elma Vera Starr
6. a. Thy Beaming Eyes.....*MacDowell*  
b. Song of Hybrias the Cretan.....*Elliott*  
Mr. Harry Lee Ridenour
7. Polonaise in E.....*Liszt*  
Mr. Mac Slator Bethel
8. a. Laddie.....*Neidlinger*  
b. I think.....*d'Hardelot*  
Mrs. Charles C. Millikan
9. a. The Quest.....*Smith*  
b. Aria—Ah My Son—The Prophet  
.....*Meyerbeer*  
Miss Helen Worth Falloon

The auditorium was filled to its capacity last evening for the annual recital of the graduates of the College of Music of the Ohio University, who then appeared for the last time as students. Seven of the eight graduates were Athens people. The program was pronounced one of the best of the week of the commencement.

The graduates gave for their numbers the strongest part of their graduation recital programs, and all that was said of these recitals could again be said of the performance last evening. The program as an entirety was a notable one, and each member was greeted with the warmest applause.

*Athens Messenger.*



GERMAN CLUB



# Commencement Exercises      Entertainment

## School of Oratory

College Auditorium

June 7, 1912

### THE CLASS OF 1912

Edna Bell Williamson ..... Athens  
George Cromwell Blower ..... Gloucester

### PROGRAM

1. Ingomar (a one act sketch) .....  
..... Marie Anne Lovell  
Characters  
Ingomar, the Chief of a Barbarous Mountain  
Tribe ..... Geo. C. Blower  
Parthenia, a Beautiful Girl of Culture, Held  
for Ransom ..... Edna Williamson
2. Hiawatha's Wooing ..... *Longfellow*  
Edna Williamson  
Musical Accompaniment Miss Florence Miesse
3. The Morning's Mail *Edmund Vance Cook*  
George C. Blower  
Scene: A Barren Room in a New York  
Boarding House.  
Character: Pittman Cobb, a Young Writer.
4. A Musical ..... *Powers*  
Edna Williamson  
Part I. The Rehearsal  
Part II. The Musical
5. The Rivals... *Richard Brindsley Sheridan*  
George C. Blower  
Act II, Scene I.  
Characters: Sir Anthony Absolute; Captain  
Absolute  
Scene: The north parade. Captain Absolute  
has discovered that the lady whom his father  
so peremptorily commanded him to marry, is  
none other than Lydia Languish with whom  
he, under the name of Beverly, was plotting  
an elopement.
6. A Difference in Clocks.. *Ethel Livingston*  
A Sketch in One Act  
Scene: An Old Fashioned Sitting Room in a  
Rural Home.  
Characters  
Miss Maria Spinster ..... Edna Williamson  
Joshua Stebbins, Bachelor..... Geo. C. Blower

## By School of Oratory

OF

### OHIO UNIVERSITY

Assisted by

Prof. and Mrs. H. R. Pierce

University Auditorium, June 11, 1912.

- "Six Cups of Chocolate" .....  
..... *Edith V. B. Matthews*  
Characters  
Miss Adeline Von Lindau, a German Girl,  
..... Justina Hartsock  
Miss Marion Lee, a Transplanted Southern Girl,  
..... Ann Jones  
Miss Dorothy Green, a New Englander...  
..... Alta McLean  
Miss Hester Beacon, a Bostonian.....  
..... Lucile Burson  
Miss Beatrice Van Kortlandt, a New Yorker,  
..... Lucile Henry  
Miss Jeannette Durand, a French Girl.....  
..... Edna Williamson  
Reading—"Hiawatha" ..... *Longfellow*  
Edna Williamson, '12  
Musical Accompaniment, Florence Miesse  
Pantomime..... Geo. Blower, '12  
Reading..... "The Sign of the Cross"  
Alta McLean, '13  
"The Lawyer's Advice".....  
Judge Andrews ..... Prof. Pierce  
Mrs. Parsons..... Mrs. Pierce

## Class Day Exercises

Wednesday, June Twelfth—9:30

- Salutatory..... C. E. Stailey  
Class Poem..... Bessie M. Gorslene  
Prophecy..... Elizabeth Anne Murphy  
Quartette .....  
Address by Class Professor... C. M. Copeland  
Valedictory ..... Caroline Mary Ella Buch  
Surrender of O. U. Keys... Harry Lee Ridenour  
Class Song..... The Class

### Dedication of Class Memorial

- Address..... Harold A. Elson  
Unveiling..... Gertrude O'Connor  
Acceptance..... Dr. Henry W. Elson

# Annual Dinner

## Ohio University

### Alumni Association

Masonic Temple

Wednesday, June Twelfth

Nineteen-Twelve

#### Program

Invocation.. Rev. Richard Arthur Hoffman, '69  
Pueblo, Colorado  
Annual Address.... Dr. Anna Pearl McVay, '92  
New York City

#### Toasts

Prof. Frederick Trendley..... Toastmaster  
Fifty Years Ago—

"O ye familiar scenes.....  
That once were mine.....  
Thou river widening through the meadows green,  
Ye halls in whose seclusion and repose  
Phantoms of fame like exhalations rose  
And vanished,—we.....  
Salute you."

—Longfellow

Prof. John L. Hatfield, '62  
Hermosa Beach, Cal.

A Great Teacher—

"And gladly would he learn and gladly teach."

—Chaucer

Prof. John A. Shott, '92  
New Wilmington, Pa.

The Law—

".....He would dispute,  
Confute, change hands and still confute."—Butler  
Clyde F. Beery, '93  
Akron, Ohio.

The Class of 1912—

Our college life, "a torch gleaming through the morn-  
ing shadows of the student's coming day"—Cooper  
Charles E. Stailey, '12

A Joke Factory—

Off-a-gin—On-a-gin  
Strick-a-gin—Gil-a-gin  
Back to O. U. a-gin  
Strickland W. Gillilan, '92  
Baltimore, Md.

The following is clipped from the columns of  
the *Athens Morning Journal* of date June 13,  
1912:

Auspicious in its appointments, complete in  
every detail, the annual dinner of Ohio Uni-  
versity Alumni Association was held in Masonic  
Temple Wednesday evening, beginning at six-  
thirty o'clock, when just 300 alumni members

and their friends were seated around the festal  
boards and did ample justice to one of the  
finest banquet dinners that has been served to  
such an imposing gathering in Athens for many  
years.

While an orchestra composed of Messrs. Don  
McVay, Dow Grones, and Mac Bethel, dis-  
coursed beautiful music, the merry banqueters  
enjoyed the numerous delicacies that were set  
before them from time to time by the host of  
student waiters and it was certainly a time for  
happy reflections of bygone school days for  
these alumni students.

Nearly every state in the union was repre-  
sented at the big banquet last night and besides,  
there were present Alston Ellis, president of the  
Ohio University and two ex-presidents of that  
same institution. Many prominent personages  
were in attendance, some with national fame



P. A. CLAASSEN, A. B., Ph. D.,  
Professor of Modern Languages

acquired since leaving school. Some of them  
came hundreds of miles just to attend this alumni  
dinner. A number came from California, Wash-  
ington, and many other western states, while  
the East was equally as well represented.

The alumni dinner this year was the largest  
attended in the history of Ohio University, and  
one of the most enjoyable in every sense of the  
word.

The decorations were green and white, the

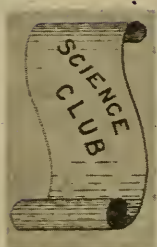


"EIGENSINN"



"EINER MUSS HEIRATEN"







college colors. The room was decorated with beautiful cut flowers, mostly green and white effects, while long rows of tables, spread with white linen, silverware, and smilax presented an inspiring appearance long to be remembered.

For more than an hour the banquet was served in courses, then came more good things—in fact what followed was the most enjoyable part of the evening program from a literary standpoint at least.

In the early part of the evening, while the sweet strains of music died away on the evening air, Rev. Richard Arthur Hoffman of the Class of 1869, of Pueblo, Colorado, pronounced the invocation.

After the dinner was served, order was called and Prof. Frederick Treudley, toastmaster of the evening, made a few very interesting remarks befitting the occasion and then announced the first speaker of the evening, Dr. Anna Pearl McVay, of New York City, a former resident of Athens and a member of the Class of 1892. She delivered the Annual Address and was certainly the proper person selected for this pleasant task. Miss McVay, is one of the highly educated women of America to-day, and in her address, clearly demonstrated her ability as an orator of unusual merit. She spoke at length of the value of an education such as can be obtained in Ohio University and delivered such a refined and instructive address that the large assemblage was sorry when she finished. She is an able speaker and being a product of Athens, the citizens may well feel proud of her accomplishments.

Prof. John L. Hatfield, of Hermosa Beach, California, a member of the Class of 1862, was next introduced and responded to the toast "Fifty Years Ago." "O ye familiar scenes that once were mine,—thou river winding through the meadows green—ye halls in whose seclusion and repose phantoms of fame like exhalations rose and vanished—we salute you."—(Longfellow). In responding to this toast, Prof. Hatfield lost none of his old-time form and was warmly greeted.

He was followed by Prof. John A. Shott, of New Wilmington, Pa., and a member of the Class of 1892, who was called upon to respond to the toast "A Great Teacher". His address was full of good things and he was pleasing at all times. He was received with a round of applause.

Clyde F. Beery, of Akron, Ohio, Class of

1893, responded to the toast "The Law" "He would dispute, confute, change and still confute," and so it came about that he presented his audience with a very interesting toast—one that was full of merit and brought forth many comments of appreciation.

Our college life, "a touch gleaming through the morning shadows of the student's coming day," brought Charles E. Stailey, face to face with the pleasant duty of responding to the toast "The Class of 1912," which he did in his happy and able manner. He was just bubbling over with interesting remarks and was cordially received at the conclusion of his address.

The only toast delivered which was not on the program, was that of Judge David F. Pugh, of Columbus. Judge Pugh's speech was one of the best of the evening, and was greatly enjoyed by the audience.

Last of all, but by no means least, the toastmaster had the pleasure of presenting to the large gathering, one who has become famous in the Nation's life and has won considerable distinction as a result of his early training in Ohio University. It was a pleasure to introduce Strickland W. Gillilan, of Baltimore, Md., of the Class of 1892, who in a very happy congenial manner responded to the toast "A Joke Factory" and his toast was well named for Mr. Gillilan was certainly full of the kind of jokes that put all in a happy frame of mind. Its a case of "Off-a-gin—On-a-gin—stick-a-gin—back to O. U. a-gin," and he certainly was present in the biggest sense of the word, with vocabulary of interesting, entertaining, educational and otherwise jokes and remarks that made it a pleasure to be present at this banquet.

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### Garden Thoughts

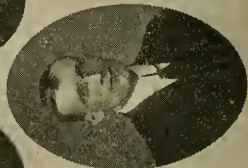
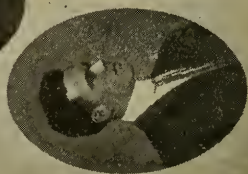
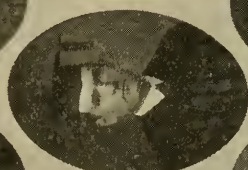
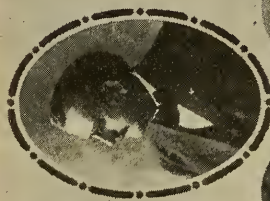
They say that men have learned a secret thing  
And fill the earth with races of new flowers  
More wonderful than all the isles of spring  
Have hidden in their paradisaal bowers.

Soon in the hills immortal crocus blows;  
And e'en perhaps, bewildering asphodel,  
Dreamful of some elysian river-close,  
Will in this quiet garden come to dwell.

Ah! dare we guide the pencil in His hand,  
And aid creation's endless artistry;  
And learn the better prayer, the high command,  
Of souls grown fit for gardens yet to be?

—Charles G. Matthews.

CHEMICAL  
SOCIETY  
1911 1912





## ALUMNI ADDRESS

## "Memory and Memories."

(Wednesday evening, June 12, 1912.)

Anna Pearl MacVay, Litt. D., Class of 1892.

The enigma of personality puzzled us even in childhood. Who am I? Who are you? Might we not by mutual consent trade selves? With what perplexity we pondered the possibility! To the oft-repeated query: "Can I not by sheer force of will, change or lose my identity?" the unvarying answer was "No." But still we questioned "Why not?"

Whatever the future may be for yourself and for the self that I am, the past is unalterable, and over it memory stands guard, individual but not solitary. Around her cluster poetry, history, music, and other arts which enrich and beautify life. The discerning Greeks honored her as Mother of the Muses.

It is memory that holds for me my individual experiences and yours for you, and will not let us sell or barter or give them away. We alone know what we have lived, and most of it is mere hearsay to our fellows. What vast stores, valuable and otherwise, for each of us are in her keeping!

We foolishly suppose we have forgotten most of our past, that the ocean of oblivion holds within its depths the sayings and doings which once interested us and seemed of prime importance but in time sank below the horizon of our consciousness. We think it impossible to recall happenings over which the waters of lethe have flowed, that they lie buried forever and are now as if they had never been.

All this is false. Conscious self is only a small fraction of the total self. An iceberg drifting southward from Arctic regions looms so high above the surface of the Atlantic that the awed beholders who gaze in wonder at its magnificence seldom realize that the portion of the berg which extends into the ocean is seven times as great as that above it. In like fashion, that past which we can recall at will is very small in comparison with the sum of our experience.

It is an awe-inspiring sight at sea when a giant berg, apparently riding at ease, suddenly capsize with loud roaring and for splashing of the waters and deep rocking of every ship near by. The profound secrets of the hitherto unseen are brought to light and the hidden is now revealed. Thus, at times, the subliminal human self

strangely and suddenly is lifted into consciousness. In the humdrum of the daily round we rarely think of the depths in every soul, unrevealed even to himself except in crises. Yet the sub-conscious self is the larger self, and at any moment a flash of memory may bring it to light.

Dreams and all phantasmagoria of sleep are woven of past experiences most of which were forgotten. Orderly sequence of time and place may be ignored, the logic of events may be so distorted that Alice's Adventures in Wonderland seem sensible happenings compared to our imaginings; but the shreds and patches of our mental crazy quilt are from cast off garments once familiar.

Even in times of waking we may be startled by the sensation of duplicating under present conditions experiences of which we had long ceased to be aware. Tennyson finds in these wierd feelings an argument for the soul's immortality, for they seem to point us to an existence prior to this one.

"Moreover, something is or seems

That touches me with mystic gleams,

Like glimpses of forgotten dreams.

Of something felt, like something here,

Of something done, I know not where,

Such as no language may declare."

James Russell Lowell says: "Attention is the stuff of which memory is made, and memory is accumulated genius," likewise Carlyle's definition of genius as the infinite capacity for hard work lays emphasis on personal volition. Yet voluntary attention has not exclusive rights over memory, for much that we remember is the product of involuntary and unconscious effort.

If the garnered stores of memory are to be wheat and not chaff, we must guard the portals of sense with greatest care, that we see and hear as little as possible of the horrible and the grotesque. The stuff of which our dreams are made will thus be of finer quality than if we attend to every chance phenomenon, even thought it be merely from curiosity or in speculation.

Alas! we cannot wholly escape seeing and hearing coarse things, however carefully we may avoid them; and in spite of a purpose to forget them, we seldom succeed in doing so. It has been said that if our sensibilities are shocked by hearing a vulgar story, not only do we not forget the story but we never forget who told it.

One realm of ideas that lies within our power



DRAMATIC CLUB



to enter or to shun at will is that of the printed page. We may read what we choose. Philip Gilbert Hamerton defines the intellectual life as "that preference for higher thoughts over lower thoughts." Nowhere can we exercise the power of choice to greater advantage than in our reading. We can make it a habit to skip everything in the papers where the headlines warn us that something garish or foul has occurred of which the police or other guardians of the public welfare should take cognizance, but which we cannot help. So why should we fill our minds with the frivolous or gruesome details?

I remember hearing Dr. S. Weir Mitchell, who was addressing the Philadelphia High School for Girls on "The Conduct of Life," tell a story which illustrates my meaning. In a town of southern France there was a notable celebration of the eight hundredth anniversary of the University there. Among the distinguished guests in attendance were the King and Queen of Italy. Dr. Mitchell represented the medical Societies of America, and Mr. Lowell, then Ambassador to England, was present to receive an honorary degree. One afternoon Mr. Lowell told Dr. Mitchell that he had just been taking tea with Queen Natalie, whose acquaintance he had made some years previously. In the course of their conversation he had asked her: "Madam, do you read as many French novels as you used to read?" She replied: "No, Mr. Lowell, I do not, for I soon learned that a French novel tends to leave a grease-spot on the mind." And then she added: "And if you were a woman, Mr. Lowell, you would know that a grease-spot *spreads*."

But more important than what we see or hear or read is what we think. "As a man thinketh so is he." It is a thought to give us pause that though we must in time part from every one else, we can never part from self. So, if we would always keep good company, we must ourselves be that good company. A bit of worth while poetry, which I remember as written by a fellow-student, is the quatrain by Mr. Charles Matthews:

"Wouldst thou hear an anthem deeper than  
old ocean's,  
Prouder than a Roman triumph's roll;  
Hear songs sweeter than the lark's in  
sunny meadows?  
Listen to the whispers of thy silent soul."  
If we cannot shut our eyes and ears to all the

sights and sounds which tend to blot, as it were, the fair pages of memory, by a determined exercise of will-power we can refrain from dwelling upon them afterwards. Martin Luther, in speaking of the evil thoughts which would come to him unbidden, said: "If I cannot prevent crows from flying over my head, I can prevent them from making nests in my hair."

The avoiding lower thoughts is most successfully accomplished by diligently cultivating higher ones. In this regard we do well to follow the ringing injunction of St. Paul: "Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report, if there be any virtue, and if there be any praise, think on these things."

The silent points of memory—we call them memories—rise above the waters of forgetfulness like half submerged peaks or coral islands in equatorial seas. How beautiful some of them are! Especially pleasant to recall are the memories of school-days. Every scene grows softer in retrospect, and rainbow lights play over landscapes once misty with trees. Every one here tonight recalls experiences of which he now speaks with a smile but which seemed enough and quite devoid of humor when they occurred. The wise Psalmist says: "It is good for me that I have been afflicted." Notice the tense of the verb. He does not say: "It is good for me that I am afflicted." Pity it is that we generally are blind to the funny aspect of events when they are transpiring yet the man worth while is the man with a smile when every thing seems to go wrong.

There is always a way of escape from ills that press too heavily by a path suggested in the words of Mrs. Malaprop, when she speaks in unconscious humor, of "anticipating into the past and retrospecting into the future." If a student in the pinch of harsh circumstance could but exercise his future power of retrospection, could see things now from the vantage point of ten years hence, what speedy easement would come to present trials!

In writing of early hardships, when a reporter on one of the great New York dailies, Mr. Jacob Riis tells of a visit which he and a fellow reporter paid to a sick comrade. They found him bedridden in a garret room, scantily furnished and cold. But as the conversation proceeded he roused himself and thumped the

# MEN'S INTERCOLLEGIATE DEBATE



## AFFIRMATIVE TEAM

S. S. Shafer

C. A. Matheny

L. H. Miller

H. H. Young, (Alt.)

Ohio 2; Wittenberg 1.

QUESTION:—Resolved, That the Initiative and Referendum Should be  
Made a Part of the Legislative System of Ohio.



## NEGATIVE TEAM

R. E. Guttridge

L. H. Foley

M. L. Fawcett

Virgil Falloon, (Alt.)

Otterbein 3; Ohio 0.



rickety stand beside the bed until the medicine bottles rattled, exclaiming: "Gentlemen do you know to what I attribute my success in life?" A roar of laughter interrupted the speaker, and Mr. Riis adds: "We never did hear the end of that speech; but you'll not be surprised to learn that ere many years he was editor and proprietor of one of the most influential papers of the middle west."

When the blind expectation of Mr. Micawber who was always waiting for "something to turn up," gives place to a determination to work one's own miracles, "retrospection into the future" becomes the rival apostolic faith, "the substance of things hoped for, the evidence of things not seen."

Assurance of ultimate victory inspires many a weary heart. Frances Willard kept above her desk the motto: "Better farther on!" In encouraging those who battle for the right against odds to be strong and of a good courage, Dr. Babcock ends with the cheering line: "Faint not! Fight on! Tomorrow comes the song." I shall never forget the kind wisdom of a friend who, "anticipating" into my past, sent me a note of real encouragement at a time when I was very anxious concerning my immediate future. Its message ran: "Consider how the Lord hath led thee hitherto." Faith for the future rests on remembrance of the past. When I was a little girl attending the Athens public schools, the fashion prevailed among those of my age to make "charm strings" of bright, gaudy buttons and beads from our mothers' button-boxes. These, were carried around in the pockets of our aprons and were brought out at recess-time to dazzle the eyes of our playmates, or surreptitiously in school-time to gladden our own. Among the many attractions which afforded us barbaric enjoyment of bright glass and polished metal, there were certain ones upon which our eyes feasted oftenest and with greatest satisfaction. These were the so-called "charms" which gave the strings a sort of mystical significance. If any one, at first glance, could point to these particular buttons, good luck was sure to follow him; for had he not put his ] finger unerringly on the "charm?"

Tonight memory is the strong cord and memories are the beads thereon. Let us, dear alumni of the O. U., look awhile at the "charms," or give a passing glance at some of the less brilliant memories on our strings.

This is the vicennial anniversary of my class's graduation, but twenty years have not effaced our recollections of the faculty and of one another in the old days. Super, Evans, Hoover, Dunkle are names to conjure with. Shall I recount something of each one? Strange it is that a chance remark or a trifling incident has left an indelible impression when many a lesson has slipped by! For instance, our professor of Latin volunteered one day to accompany our botany class, which was in charge of Dr. Mees and Mr. Stine, after wild flowers. The only incident of the afternoon's work which I can now recall was that Professor Evans said that the spring-beauty was scientifically named *Claytonia*, and I wondered whether the eponymous hero of that little flower was a kinsman of our wellknown townsman, Mr. Jefferson Clayton. Also I wondered whether one could have a lovelier remembrance among posterity than a common flower bearing ones name.

Dr. Hoover might be disappointed tonight if he were suddenly to ask me to demonstrate some once familiar theorem about the foci of an ellipse or to state the essential truths about a parabola. The chief practical value of much of my college work is in knowing where to find certain facts if I should chance to want them. But I shall never forget the wise reminder Dr. Hoover often gave our class: "Make your work read like a sentence." I am trying every day and every hour in the day to use the logic in which he trained us, striving always to state the premises exactly and draw sound conclusions, and to make all my work read like a sentence.

In the south-west room on the top floor of the old West Wing I spent many hours under Professor Dunkle's tuition, chiefly in the classics. But I learned also lessons of kindness and broad sympathy which, in like fashion, I try to interweave with the Greek and Latin that I teach. The college in those days, had the advantage of being small and the students came into close contact with their instructors. When I think of Dr. Super, it is not so much of the Chief Executive of the University, though he was President throughout my college course, as of my friend and adviser. He taught me some German, a good deal of Greek, and a little Hebrew, but tonight I remember chiefly his manifold kindness and his quaint humor. A fellow student, unprepared in the day's lesson, was anxious to prolong the introductory conversation in the hope that Dr. Super might be

WOMEN'S INTERCOLLEGIATE DEBATE



AFFIRMATIVE TEAM

Mary Powell

Helen Leech

Amy Evans

Etta Ayers

OHIO vs. OTTERBEIN

QUESTION:—Resolved, That Woman Suffrage Should be Adopted  
in the State of Ohio.



NEGATIVE TEAM

Ruth Wilson

Mabel Nesbett

Leota Morris

Stella VanDyke

OHIO vs. MUSKINGUM



beguiled into postponing the reading of Thucydides. So he asked the irrelevant question: "Doctor, what opinion would you express about a young man's marrying?" The Socratic reply came promptly: "You'll regret it, if you do, and you'll regret it if you don't." And with that the lesson proceeded.

The first Greek Testament I ever owned was bought with part of the money Dr. Super gave as a prize in an essay contest between the literary Societies. For there were but two societies then, and I belonged to the Athenian, which we proudly proclaimed "the oldest literary society west of the Alleghanies." Were I to mention all of the teachers and students who enrich my memory of those days, the hours would fail me. So I name only two of the latter, as representatives of all. They were the other women of my own class. Corinne Super Stine, of whom one may justly use the poet's tribute to his fellow:

"Green be the turf above thee,  
Friend of our youthful days,  
None knew thee but to love thee,  
None named thee but to praise."

And Carrie Alta Matthews, staunch friend from childhood days in a country school, even unto now, and, I trust, forever. Her poetry always had the genuine ring and never had aught in common with those verses which Dr. Super characterized as "pupperel," because not mature enough to be doggerel. From memory of more than twenty years I quote her beautiful lines entitled: "The Life We Trace."

"How broad is time; or dull or sage upon its  
page

We trace our lives!

We pass away; it matters not, though some  
forgot;

What's writ survives.

Make a new stroke; what e'er you do, be firm,  
be true,

And have no fears.

The curve you make, your friend essays; and  
in life's maze

It reappears.

Write not amiss; some one in turn, tracing,  
will learn

From thy life's lore.

In lines of beauty, then, behold in other mold  
Thy life lived o'er."

### To Sir Francis Bacon.

Who holds the key of the future age  
Needs not to fret on the puny stage

That men call life.

'Tis only the triflers that must prate;

While the strong man simply whispers, "wait!"

And views the strife

With a steady eye to the future trained,

And never a doubt of the victory gained.

—*Carrie Alta Matthews.*

### NATIONAL ASSOCIATION OF STATE UNIVERSITIES.

This important educational body held its sixteenth annual meeting in Minneapolis, Minn., October 19th and 20th, 1911. Twenty-eight state universities were represented, including the Ohio University. President Ellis attended all the sessions and took part in the discussion of the following papers:

1. *Central Boards of Control*, by President Charles R. Van Hise, of the University of Wisconsin.

2. *Economy in University Administration*, by President William Lowe Bryan, of Indiana University.

3. *Entrance Requirements for State Universities*, by President Robert Judson Aley, of the University of Maine. On these three topics President Ellis spoke as follows:

Topic No. 1.—The subject we had presented this morning is one, it seems to me, of great importance to all our institutions. Not only is it important to the institutions here represented, but it is of general importance to the country. I think we are indebted to President Van Hise for a very interesting and instructive paper. I was surprised at the amount of information contained in it. The discussion that followed was also a valuable contribution to needed information on the same topic. It strikes me, however, that in attempting to get at the general principles underlying the subject that we have been discussing, almost all our speakers insensibly, perhaps, are influenced in their thought, as expressed in word by their environment and their personal interest and pride in the institutions with which they are connected. I think there is the possibility of our coming to some general conclusion, but I am of the opinion that it will be somewhat difficult to get a general application of principles that will be impartial, owing to the different



MEN'S GLEE CLUB



conditions existing in the different states. Now, as some of our friends know, there is a somewhat peculiar condition of educational affairs in Ohio. That condition is not referred to in the paper we listened to this morning, but doubtless it is familiar to some of the members of this organization. We have three so-called universities in Ohio, all of which are supported by the state. They have no other means of support. All incidental fees paid by the students produce but a small income compared with the total cost necessary to maintain the institutions for a given year. We have, also, two State Normal Colleges, these being connected with the two oldest universities of the State. Recent legislation has given us two additional Normal Schools, and these are now in course of establishment. Now, each of these three universities and each of the two new normal schools has a board of trustees managing its affairs. There is no unanimity of action between these educational forces and no effort has been made to secure it. Duplication? Why, of course, there is duplication of the work. You would not expect it to be otherwise; and where shall the duplication cease? How could a Central Board harmonize all these elements and bring them into an agreement? Recent legislation in Ohio has placed what may be called the non-educational institutions under one Board of Control. The difficulty in bringing our educational affairs under a like control lies in the individual interest of the university and normal-school executives and the forces behind them. Then the alumni of the older institutions and local interests have something to do with the question of a central control. Now, suppose that, in Ohio, it were proposed that we should unite these institutions of learning. Our President is the honored head of the Ohio State University; our Secretary was for years the head of the Miami University; and I am here to represent the Ohio University as its executive officer. Now, what arrangements could we make that would be satisfactory to all the interests we represent? Suppose we three men should come together and decide upon a policy. What would prompt that policy? Our self-interests. We act in harmony with the views of those who direct our activities, and we would be very foolish to run contrary to the wishes of those in control of the institutions we represent. The boards of trustees are appointed differently in each institution. I do not know where the line demarcation between these

interests can be drawn. The charter of Ohio University, drawn up more than a century ago, followed the Harvard plan of organization and administration. It was drawn up by the same hand that penned the provisions of the Ordinance of 1787. That charter was accepted by the Territorial Legislature of Ohio just one hundred and nine years ago. In 1804, Ohio, then a state, confirmed by legislative act what had been done by the Territorial Legislature. Now, what are we to do with an institution of that kind? Look at the men who went out from that institution. Tom Ewing, as far back as 1815, was the first man in the whole Northwest Territory to receive the degree of A. B. Hundreds of others followed. What are we to do with them if we destroy the autonomy of the institution from which they graduated? You see the difficulty of doing a thing over after it has been done a hundred years. Now, I believe the general principle of organization as stated in the paper is correct; that if we could have just one state university in each state it would be for the best interests of all concerned. I do not know that it would really advance educational interests, but it would secure unanimity and that would be something. Now, it is a condition and not a theory that confronts us. How undo now that which was done a hundred years ago? I have such a feeling for Ohio University, and Miami as well, as Webster had for Dartmouth, when he stood before the Supreme Court of the United States and put up a strong plea in behalf of his Alma Mater. Do you suppose I could stand idly by and see that time-honored institution, with as fine and distinguished an alumni body as has any institution here represented, lose its century old right to manage its own affairs? What would that body of alumni say to a proposition to destroy its individuality by making it a college of another institution? I have my doubts, gentlemen, whether some of the interests sought to be advanced would be furthered if they were all put under one management. I was for eight years the President of an Agricultural College. It was an Agricultural College pure and simple. It did not try to do the stereotyped work of the old-time college. It was a scientific and technical school with purpose to minister to the wants of the agricultural and mechanical classes of the state in which it existed. I have opinion that that institution did more for the particular purpose for which it was instituted by reason



GIRLS' GLEE CLUB



of its' separate existence. I believe that, in my experience as far as it goes, the agricultural college connected with the university will always be an off-horse in the team, and that the main educational effort will be given to the College of Arts and the Engineering Courses to the detriment of the interests of agriculture. Now, possibly, I am not right in that statement, but that is my judgment, and I believe it would be to the disadvantage of the agricultural interests of the country if all agricultural colleges were made parts of the state universities. I believe this is also true in regard to the normal schools. I believe the normal school will do better as a separate interest. I am not speaking about colleges for teachers, but I am speaking about normal schools. They have a peculiar purpose which can best be carried out under a separate organization and under a separate control. Now, in reference to our own conditions. We had question this morning as to whether these normal colleges should be permitted to give degrees. I am in hearty accord with the views advanced by the writer of the paper, in as far as they apply to normal schools, as we generally understand them; but in Ohio we have different normal schools from those you have in Minnesota and Wisconsin. Forty years ago, I was working in the educational ranks of Ohio to secure the training of teachers in normal schools to be established. Failure after failure met the efforts put forth to bring Ohio to a realization of the importance of the training of her teachers for service in the public schools. I went back to the State of Ohio from Colorado ten years ago. We had three higher institutions of learning, Ohio University first, then Miami University, and last the Ohio State University. We had those three institutions and the Legislature seemed unwilling to add to their number. It was thought advisable to put the first two of those institutions into a new field of educational activity, so a bill was drafted which established a normal college at the Ohio University and another at the Miami University. Now, you may see why these institutions would be more than the normal schools generally are. My experience, as a college man, tells me that a normal school with a low standard of educational scholarship and a not very extensive range of professional training will be looked upon with disfavor by members of the College of Literature and Arts; and if you want to introduce discord into College halls just bring in a

department or college to which admission to its short courses is easy and you secure that condition. The first normal schools of Ohio, connected by legislative action with two time-honored universities of high scholastic standing, were necessarily made to offer work of high grade both from the standpoint of scholarship and from that of adequate professional training, so that when the normal college came to the Ohio University admission to its lowest class was based upon graduation from a first-class high school. The student completes four years of strong academic and professional work before he can secure the degree of Bachelor of Pedagogy. If the work is done, if the student spends the time necessary to entitle him to a baccalaureate degree, why should he not receive it as preparation for his work as a teacher as well as preparation for work in any other learned profession? This is the condition that we have in Ohio. It is not a theory. The general topic is of sufficient importance to warrant discussion at a future time not only at one meeting but at a series of meetings as we cannot have too much light thrown upon it. As I said before, Ohio University is organized upon the Harvard idea. The members of its Board of Trustees are appointed for life. The President of the University is also the President of the Board of Trustees and a member of the Board. We have as good trustees as has any institution represented here, men of high capacity and honor, and they serve the institution absolutely free of charge. We get splendid service from them and, what is better still, we do not get *too much service*. At Miami University, the members of the Board are appointed for nine years, one third going out every three years. At the Ohio State University, the members of the Board of Trustees number seven. Now, I want to say just one more word before I conclude. We had a pretty dark picture of the political conditions in Oklahoma drawn for us this morning. Now, there is one thing in which we of Ohio differ from our educational friends in that state, and that is that the matter of politics cuts no figure in the administration of the educational affairs of our three state universities. I want to say right here that in the ten years of my administrative work at Ohio University, I have never had one of the twenty-one members of the Board interfere with it in any way that would merit criticism. The only consideration that has ever had weight is that



DR. COPELAND'S RECITATION ROOM

getting the very best possible service for the salaries paid. I believe that state of affairs exists at Miami University. I believe it exists at the Ohio State University now as it did when I was a member of the Board of Trustees of that institution years ago. We never considered the matter of politics for one moment in the selection of the employees. I trust the new normal schools will emulate the examples set by the other institutions in Ohio. I do not know whether a Central Board of Control would be of any service to us. I am of the opinion that a Central Board of Control, under such circumstances as we have existing in Ohio, would not further the educational interests of the state, but that it would be better until some means of demarcation can be devised, some way of preventing this unwise duplication of work, for those institutions to go on under their present management. In other words, while we are open to a change of policy, that new policy ought not to be entered on too hastily. We would better do as we are told to do by good authority, to take our stand upon the old way and then look about us for a better way. This ought to be the policy of all institutions. I congratulate the younger states of the Union upon having an opportunity to solve this problem that is denied to us in the State of Ohio. For the pur-

pose of establishing a great overshadowing institution in Ohio, I am unwilling to sacrifice the institution with which I am connected and whose alumni and friends look to me for counsel and help. Just one word more, and I am through. All that I have said does not imply that there should be no unity of effort or harmonious agreement on the part of those interested in the upbuilding of higher education in Ohio. Unwise destruction is not a finger-board pointing to desirable construction. It may be better to build up all three institutions than to pull down two of them for the purpose of enlarging the third. John Ruskin says that there is a great difference between making money and winning it—a great difference between getting it out of one pocket into another and in filling both. His statement of the money matter is applicable to the educational conditions to which I have referred. No one state institution of learning in Ohio has the legal or moral right to build itself up at the expense of the others. Whenever legislation seeks to bring about such a result it will contravene chartered rights, the obligation it entered into with the General Government, and the equity due from it to the hundreds of persons who have sought and profited by the educational advantages offered by the older educational institutions of the state.



*Topic No. 2.*—Just one word on a phase of the subject under consideration. I don't know that modifying the courses in our larger universities is the only problem that will come up in connection with the institutions here represented. The same conditions that have been mentioned in connection with the larger universities represented here also prevail in the smaller, and the statement made by one of the speakers that members of the faculty will look into the catalogues of sister institutions and see what some persons engaged in some line of professorial work are doing and try to add all new that they find to their own already overcrowded courses is applicable to the smaller institutions. That is one of the difficulties connected with the selection of electives in these smaller institutions.

Most that has been said is of interest to only a few of our institutions. But there are some like the one from which I come, where the problems are not so difficult as in the larger institutions and still are very essential and important. For instance, we had in our faculty a head of a department conducting thirteen recitations a week only two of which were required. Eleven were electives. I claim that is an undue amount of elective work to put into the hands of a professor and that he had too small a part of the regular scheduled work to do.

What is the result? We increase the cost of instruction because additional instructors must be brought in for the work which one man cannot do on account of the several courses which he is handling. The special courses have more or less advantage. They are not unworthy of a place in the college course, but at the same time they are not the essential features in that course and are apt to be of interest to but a limited number of students. This seems to be one of the important things to which we should direct our attention.

In our College of Liberal Arts 2,500 hours are required of the student. He is allowed to select 1,000 hours of this work. Each professor in the College feels he must offer as many electives as possible. If we had ample funds and did not mind how we spent them we might allow the professor a free hand, but experience has taught us that there must be some firm, decisive force that says—"Thus far shalt thou go and no farther."

I was pleased with the suggestion made by President Kane in regard to the large classes. That is the trouble we have in the institution I

represent. The regular work is done in large classes in most instances, while the elective work is done with three or four students, and sometimes as low as one student, and the instructor is spending one quarter of his energy on that one student while the larger classes in the prescribed work are neglected. Thus the people who are seeking a little special instruction are taking the greater part of the instructor's time. In many cases the special students could be put into other classes with no real loss to them and the larger classes could well be



FLETCHER S. COULTRAP, A. M.,  
Principal of the State Preparatory School

divided and needed instruction provided for them. That has been the policy in vogue at the institution I represent for the last three years, and which has been put in force purely by executive act because not much help from the professors could be had. They were anxious to distinguish themselves in their particular work and magnify its importance—a feeling not without the element of merit. Divide a large class into sections, providing at the same time an ample teaching force, and the teacher can better direct the work by coming in more personal contact with the members of his class. As was said, to start a class of sixty members in certain



**TRAINING-SCHOOL CLASS IN THE SCHOOL GARDEN**



**SUMMER-SCHOOL STUDENTS IN THE SCHOOL GARDEN**



subjects is to court partial failure at least. Such a class should be divided into two or, better still, three sections if it is a beginning class in a foreign language.

*Topic No. 3.*—Permit a few words on this subject. When our program was distributed and I looked it over for the first time I said to myself: "If there is any topic announced that I care to speak upon it is this."

I don't think there is any question but that the writer of the paper has been a public-school man. I have also a suspicion that the gentleman leading the discussion has had experience in public-school work. They so thoroughly express my own views relating to the subject that it is really not necessary for me to inflict upon you the speech I had in mind to make.

I remember when I was President of the Ohio Teachers' Association twenty-four years ago, I was made chairman of a committee appointed by that Association to meet with a similar committee appointed by the Ohio College Association to see if some means could not be devised to bring college entrance requirements and high-school courses into more helpful and desirable relations. At that time, one important point of discussion between the college men and the secondary-school men was that the college insisted that the secondary schools should prepare students with at least two years' instruction in Greek. That was the rock upon which we split. The public-school men would not concede that two years of Greek should be given in the secondary schools. And from that day to this, in Ohio, there has never been any close connection whereby the college courses would harmonize with the different courses in the high school. There isn't a college man here who would insist that the high school must offer two years of Greek as a condition of admission to the freshmen classes. What are the points of difference now? It is the old, old story. The indisposition, if we may put it that way, of the university men to recognize the changed conditions of the secondary work. The public school is an important part of our educational system, and whatever opinions we may have as to what should be done in the elementary classes and whatever views we may entertain as to what should

constitute the course of study for the secondary schools, we will have to determine now that it is best to accept what the public schools give as final and give full credit for it. If the people through their secondary schools provide for manual or vocational courses of instruction, such as agriculture and some attention given to the arts, the university will be wise if it recognizes them with the proper credit. If it refuses to do so it will be advocating the unpopular side of the contention, if contention there be.

I don't think it makes so much difference as to our conditions of admission. We can form some idea of what the student may be able to do, and is going to do, when he comes into college by what he has done; and I shall never close our doors in the face of aspiring young men and young women simply because they have not passed through the course of study of the preliminary nature that I think should be taken as preparation for college. In other words we must recognize the fact that the people have rights in their elementary and secondary schools and that our judgment as to their range of work is not authoritative and final. In our own special field we justly claim almost exclusive control, and rightly so as it is our province, and ours alone, to decide what our students shall do to fulfill certain college requirements in relation to the particular course upon which they have entered. Dictation here would come with bad grace from public-school men. However, the fact is that representatives of both arms of the educational service referred to ought to be willing to make use of each other's information and experience. It is right and proper that our opinions should be respected to a certain extent by those who conduct the secondary schools; but coming down to the fundamental basis, the secondary schools as organized and conducted are what the people want and are paying for and university people will have to remember that they are just one link in the general educational chain and that it is more their duty, and to their advantage as well, to connect their link with the link preceding than it is for the high-school people to reweld their link so as to make it join with the university link however arbitrarily fashioned it may be.



PRIMARY PUPILS IN THE SCHOOL GARDEN

## The Articulation of the High School and the College.

By Alston Ellis, President of the Ohio University, Athens, Ohio.

**A COMPARISON**—In 1888, just twenty three years ago there were but fifty persons—forty-four men and six women—teaching in the township high schools of Ohio. The number reported in 1910 was 399.

In 1888, the separate districts had 792 high school teachers. In 1910 the number had reached 3,195.

The School Report for 1910 shows the number of township high schools to be 199; separate district high schools, 615; total 814. Graduates from all these schools numbered 10,835.

"The modern high school," says Dr. Eugene Davenport, Dean of the College of Agriculture, University of Illinois, "is not the lineal descendant of the old time academy, and the primary function is not to fit for college. It is a new institution, and its function is to educate its

natural and local constituency for the duties of life."

Frank A. Vanderlip, president of the National City Bank of New York, in an address read before the Commercial Club of Chicago, made use of the following language; "However tenaciously one may cling to the cultural theory of education, he must admit, at least, that in a system that retains less than one-half the pupils in school beyond thirteen years of age, and were six out of every hundred enrolled complete the whole public-school course, there must be something lacking.

"An irresistible conclusion, it seems to me, is that the lack lies in the inflexibility of the system that has failed to provide what a changed social life demands."

It is estimated that 90 per cent. of the pupils who enter the high school do not remain to graduate.

Dean Russell, Teacher's College, Columbia University, New York City, says: "The grades prepare for the high school, and the high school for the college. Only those who go to college or professional schools have equality of oppor-



tunity. The schooling of the masses should not be the same as the leaders. The schools will furnish equal opportunity when they fit each man for leadership in his own sphere."

The following inquiries are pertinent:

Whence come the **leaders**? What is one's "**own sphere**" when applied to children yet in the public schools? Equal opportunity means more than to select one child for leadership and another to be a hewer of wood and a drawer of water. Who can tell what forces pulsate in the brain of immature youth? The differentiation of education and possibility for high service must not come too soon in the lives of children.

**President E. D. M. Gray**, of the State University of New Mexico, in writing upon the "Reconstruction of the Curriculum of the Secondary School," says: "The time has gone by when the preparation of the student for college can be properly regarded as the main object in secondary education; such work can nowadays form but a small part of the business of a fully equipped high school. It is true the secondary school has a duty to fulfill to the college, but it owes a higher duty to the nation at large, and the national claim must be held to preponderate over all others.

**College Dictation.**—As far back as 1886, some public-school men in Ohio felt that college entrance requirements were not formulated in the interests of the public high school, but were expressive of a determination on the part of college representatives to dictate, without due consideration of the matter, what should be taught in the high schools of the state. At the date named, no college in Ohio was without its preparatory school to which were invited pupils of the high schools far removed from the day of graduation. In that day, college men placed the graduates of their preparatory schools in the lowest college class without conditions; while the high school graduate was received at college with dubious look and an unfavorable shake of the head by the authority that was asked to admit him to college standing. He was often condoled with because his preparation for college had not been made in the college preparatory school, where, he was told, better teaching and better facilities for getting ready for college were so strongly in evidence. This procedure on the part of the college men was a continual source of irritation and friction between two educational agencies that a wiser, a saner, and a more liberal view of the situation

would have brought into harmonious and helpful relationship. Conditions suggested that effort be made to bring the high schools and colleges of Ohio into more sympathetic and rational relations to each other, and to that end the Ohio Teachers' Association, in 1886, appointed a special committee on "Harmonizing College and High School Courses," of which I was made chairman. Effort to secure the co-operation of the college men was, at first, futile, and report of the committee was delayed until the Sandusky meeting of the Association in



**WILLIAM A. MATHENY, A. M., Ph. D.,**  
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1888. A few extracts from that report are of interest in this connection:

**The Situation in 1888:** "Let us briefly examine facts that we may see what the difficulty is and how intelligently to obviate it. Most of the public school men who have to do with the preparation of the high school course, in connection with their schools, are college graduates and are also warm advocates of higher education. Gladly would they promote the interest of higher education by all means not inconsistent with their duty to the local educational interests which they direct. These interests, and the expressed will of those in authority over them, place a limit to concessions which they can



CLASS IN AGRICULTURAL INSTRUCTION

make in the interests of the colleges. They direct educational movements, the chief object of which is **not** to prepare young men and

"The high school course of study has not been prepared with much reference to any college course of study; yet the former is **now** fairly introductory to all the latter should be. It is the outgrowth of experience as to what is best and of a popular demand which is very potential in such matters. Its blemish, if there be one more marked than another, is that it has attempted to provide far too much instruction rather than too little; has pushed its way into realms of study which it should not seek to enter. Experience is now at work correcting the unwise expansion of the high school course."

"Were it wise to do so, it is impossible so to adjust the high school course as to make it meet the requirements for admission to the **regular** college classes as the college courses are now planned. The colleges of Ohio have not uniform courses of study, neither have the high schools; but the differences in either case, so far as representative schools are concerned, are not vital, and need not be further adverted to in this connection."

"The average high school graduate has a culture and training beyond those which the average college student carries with him into the freshman class.\* He has studied Latin three or four years and has a knowledge of the language that would shame many a sophomore in an Ohio college. In mathematics, he has

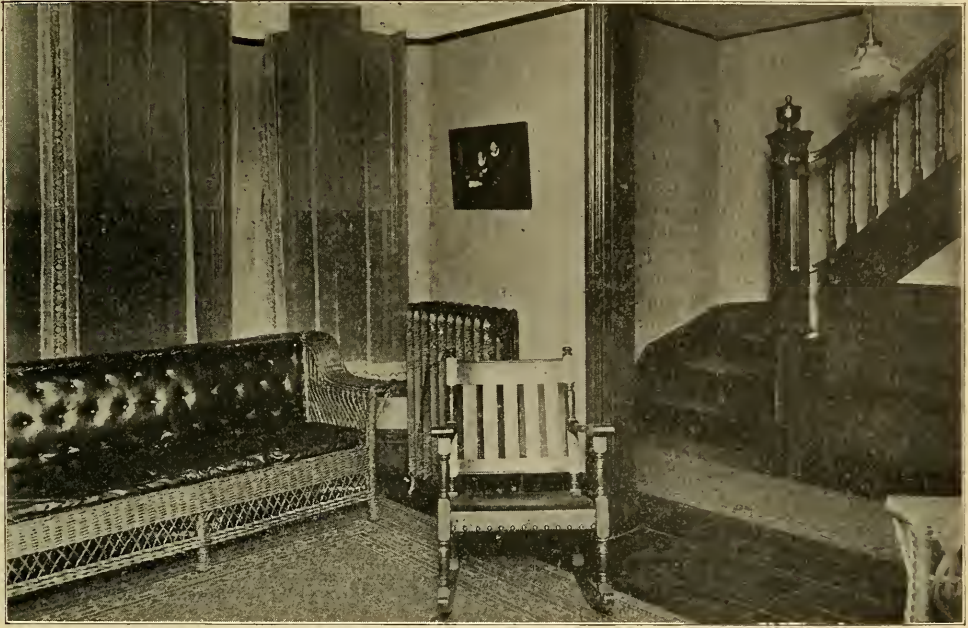
\*That is, the student who has been admitted to college standing by reason of his preparation in the college preparatory school.



HIRAM ROY WILSON, A. M., Litt. D.,  
Professor of English

women for college. The popular demand for an education, the best for the greatest number, they can not ignore—they ought not to ignore."





THE LIVING ROOM, DOMESTIC SCIENCE DEPARTMENT

had a pretty thorough drill in algebra, plane and solid geometry, and plane trigonometry. His training in English grammar and composition is creditable—as much so, in some instances, as that of many college graduates. In English literature, United States history, and general history, he is much more than a smatterer. In science, he has an elementary knowledge of at least two of the following named subjects: Physiology, physics, botany, zoology, chemistry, and astronomy. Not infrequently he has studied the German language with success under an experienced teacher. His school course has taught him to think and to give fitting expression to his thoughts. He has acquired studious habits, has learned to govern himself and make the most of his time, and has made profitable use of many good books found in the school and city libraries. If, when his high school course is ended, he seeks admission to college, he is received with hesitation, is condoled with, possibly, on his misfortune in having gone to high school instead of the college preparatory school, and, after many vexations and humiliating delays, is sent **conditionally** to some hybrid class. Here is where harmony is most needed.”

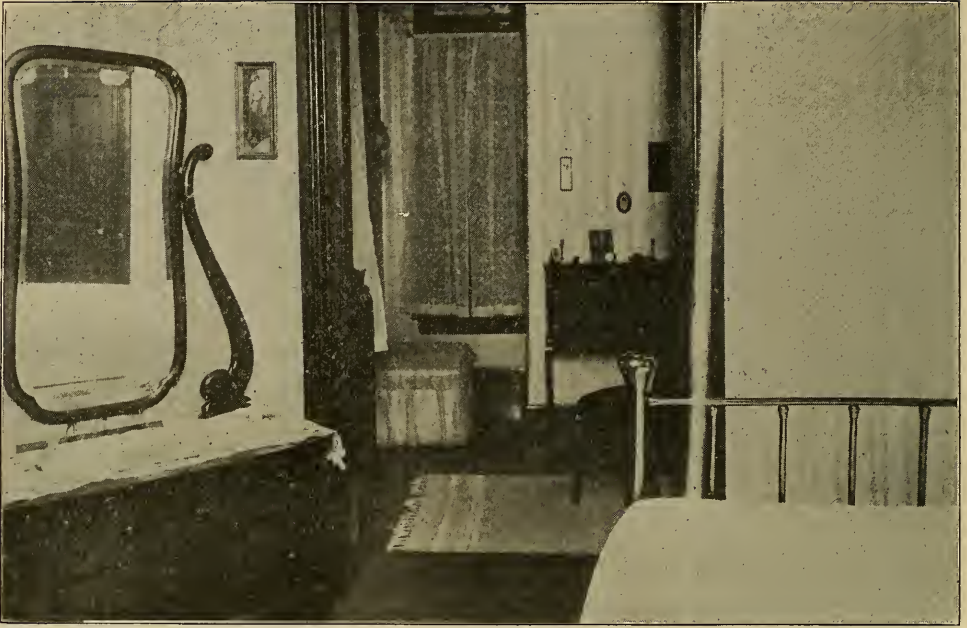
**Dr. White's Report.**—After presentation of the report from which quotation has been made, the special committee, at its own request, was discharged and a new committee, with Dr. E. E. White as chairman, was appointed to make further effort to adjust high school and college courses of study in Ohio. The committee, by its chairman, made report to the Ohio Teachers' Association at the annual meeting held at Lakeside, in 1890. I give a few quotations from the report, and refrain from commenting upon them:

“Nearly all the colleges of the country now confer at least two bachelor degrees—the degree of Bachelor of Arts, and the degree of Bachelor of Science or Philosophy—and they provide well-defined courses of study leading respectively to these degrees.”\*

“The regular courses of study in our best high schools furnish good preparations for all college courses, the A. B. course excepted, and, in a few of these schools full preparation is made for the A. B. course.”

“The fact that more than three-fourths of the pupils in our high schools will never enter

\*The present tendency is to confer one baccalaureate degree—the A. B.—upon the student's completion of a four-year college course, no matter how differentiated its required and elective work may be.



**MODEL BEDROOM, DOMESTIC SCIENCE DEPARTMENT**

higher institutions, establishes the necessity of making the training therein the best possible as a final school course, whatever this may be. If this best possible high school course is an adequate preparation for college, the proper articulation of the high school and college is secured. If, however, an additional course must be provided for the few who may wish to prepare for college, an additional demand is made on the resources of the high school—a demand which a large number of high schools may not be able to meet.”

“Whenever the desire to go to college takes possession of a pupil—and every high school should be a most potent awakener of such a desire—he should find himself in a direct road to the college gate.”

“The daily program of a high school may wisely provide four daily class exercises for each pupil, provided these exercises do not exceed forty minutes each, and this is sufficient time for the best class work in high schools.”

“Your committee desires to emphasize the importance of making Latin one of the daily studies of the high school. When Latin is omitted, either German or French should be taken. A true course of high school training

requires that the pupil take at least one language in addition to English.”

“In a philosophic scheme of education there is no occasion to adjust higher and secondary courses of study. The former rests upon and articulates with the latter.”

“The colleges are at liberty to require for admission to all bachelor courses (1) requisite knowledge and skill in the common branches; (2) Latin, at least three years, and for technical courses either Latin or German; (3) the elements of algebra and plane and solid geometry; (4) English and English literature (character and amount to be announced at least one year in advance); (5) United States history and general history (limited); (6) physiology, physical geography, and the elements of at least two of these four sciences—botany, zoology, physics, and chemistry; and (7) drawing, music, and vocal culture.”

“In place of the Greek now required for admission to the A. B. course, they may call for spherical geometry, higher algebra (full one-half year), and trigonometry, at least plane—in other words, for present Freshmen mathematics,—and also for some extra Latin (if necessary), and for one year of present college in-





THE DINING ROOM, DOMESTIC SCIENCE DEPARTMENT

struction in botany or zoology, physics, and chemistry, now provided for in the high-school course."

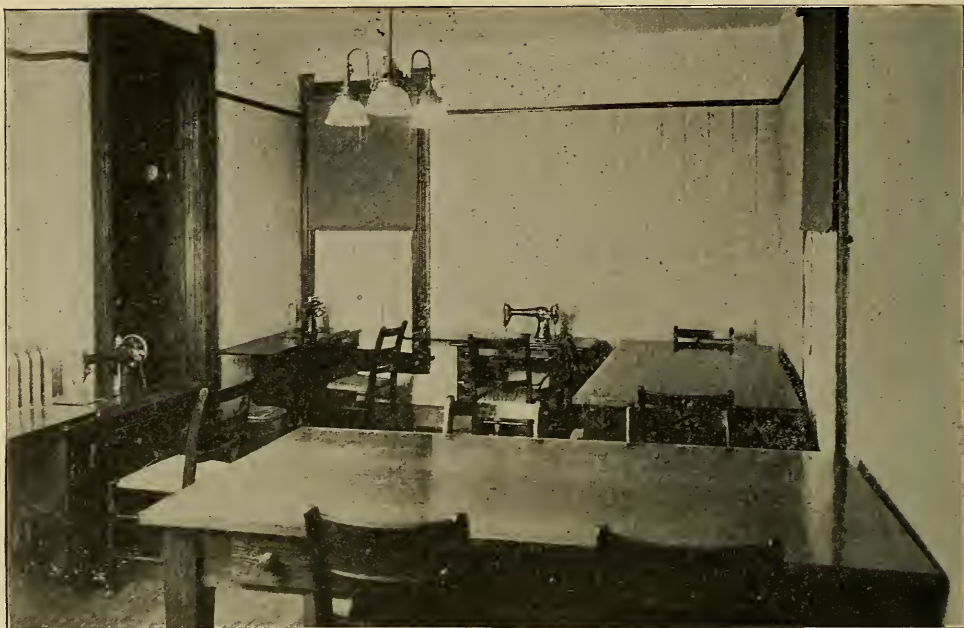
"A more radical plan of adjustment and a better one is the bringing of Greek wholly within the college course, as has been done successfully by several state universities. This change brings all the college courses into harmony with the high school course."

**The Denver Republican**, of June 19, 1898, contains a number of articles contributed by prominent educators of Colorado, on the question. "Should the High Schools Prepare Pupils for Life?" At that time, I was connected with the Colorado Agricultural College, located at Fort Collins, and was one of the contributors to the Republican's symposium. From what I wrote then the following paragraphs are taken, for the reason that what is contained therein is applicable to high-school conditions existing in Ohio to-day:

"Our people have ever recognized the fact that popular government is most successful where virtue and intelligence are most widely diffused. Making this belief effective in legislation, they have provided for the liberal support of schools and colleges at public cost.

"**The public high school** became an important part of the common-school system after a long period of controversy had passed. The echoes of that controversy have not yet died away. Silenced for a time, but not convinced, there are many persons whose intelligence and public spirit are of high order who believe that the state has done enough for popular education when it has put within the reach of all its youth the advantages of a common school. If their objection to free schools has reasonable basis, their opposition to colleges and universities, supported wholly or in large part by a general property tax, has material ground upon which to rest.

"**It is difficult to convince** all taxpayers that the state makes a just demand upon them when it takes their money to support institutions from which issue, at stated intervals, persons professedly prepared for the practice of law, medicine, pharmacy, and dentistry. The arguments in favor of the free normal school and the free technical school do not carry absolute conviction to all minds. People who readily admit the advantages, even necessity, of a general rudimentary education, at public charge, can not always be brought to see the



THE SEWING ROOM, DOMESTIC SCIENCE DEPARTMENT

wisdom or justice of a law compelling them to support institutions where special preparation for business or the so-called learned professions is given. There are persons successful in business and eminent in professional life who never received a day's free tuition in their lives. These gained general and special preparation for their life's work at the expense of their own pockets and by the sweat of their own faces.

**"The presence of a high school** in a town or city is not to round out a system but to advance the well-being of the people. Educational pride might suggest much in the way of high-school instruction that common sense would set aside as ill-advised and useless.

**"Local conditions** have much to do with the judicious selection of the work set forth in the high-school course. One high school has conditions that enable it to graduate more than a hundred pupils each year; another has conditions that give it a total attendance of forty pupils, or less, and a meager teaching force. The school accommodations and equipments in the large city suggest the possibility of educational work of almost collegiate range; those of the small town suggest the restriction of educational effort within modest and well-meted bounds.

**"Two Serious Mistakes.**—There are two things to-day that are operating to the detriment of high-school work and causing, in regard to it, a feeling of disappointment and unrest in the minds of taxpayers and school patrons. In nearly every instance the high-school course is too pretentious—is made to include too wide a range of studies, some of which are of doubtful value and some beyond the mental range of the pupils. In the preparation of the high-school course, the real educational interests of the people are lost sight of in the attempt to make the high schools feeders to the colleges.

"If the work of the high school supplements that of the common school it will grow in favor with the people. There is not lacking evidence tending to show that the attempt to teach all the subjects that now swell out the high-school course is impracticable and injurious.

**"Too Many Sciences.**—How many town high schools, with their teaching force and means of illustration, can undertake the profitable instruction of pupils in the following-named branches of science: Physics, chemistry, biology, physiology, botany, and geology? These branches constitute not more than one-fourth of the entire work mapped out. How one teacher,





ONE OF THE KITCHENS, DOMESTIC SCIENCE DEPARTMENT

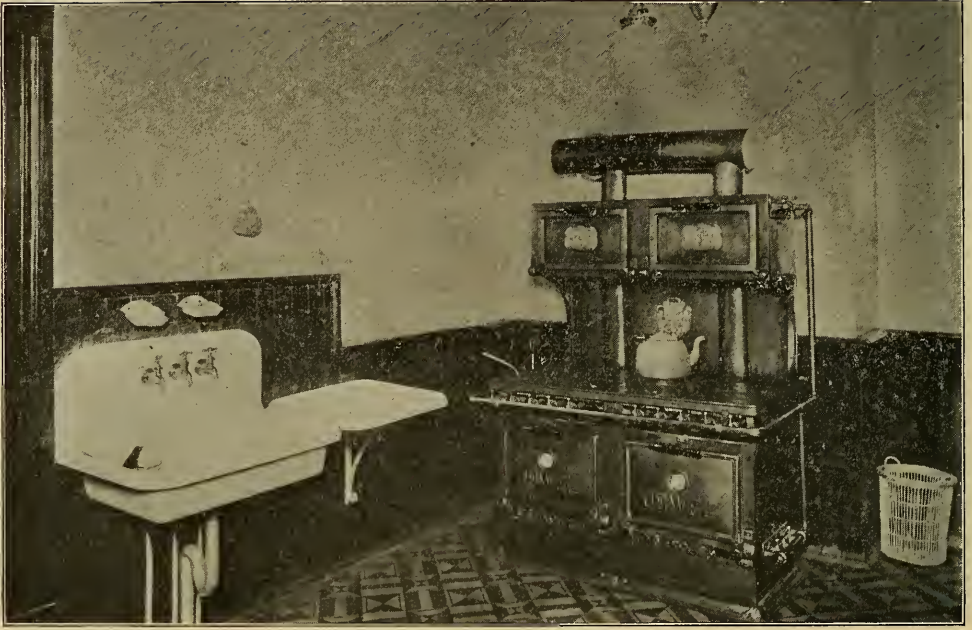
with a little assistance from the superintendent or principal, can work in, over, and out of this wide-extended educational field is not explained.

"Rev. A. D. Mayo, a thoughtful observer of educational drift, once said: 'Thousands of young men and women are studying their brains into a tangle and breaking down soul and body in a wrestling match with an absurd curriculum that would bother Agassiz himself and can have no other result than hopeless confusion of mind and life-long disgust at schools and teachers in the student.'

"Two years ago I made a careful examination of the courses of study pursued in most of the high schools and academies of the state and found that the number of branches of study taught sometimes ran as high as thirty. In many instances the instruction in these branches was given by the school principal with but one assistant. These statements, which can be verified by anyone who will investigate, bear their own comment. No teacher can do successful work under such conditions. Pupils rushed through one of these bladder-like courses of study go forth from school with 'superficiality' written all over them. They are neither fitted for 'higher edu-

cation' nor for 'intelligent citizenship and the active duties of life.' The first great need is to have the pruning knife judiciously applied to the high-school course. Let the high school be a high school for the people, not a university for children who are to be sacrificed in the perfection of a system. It ought to be possible for a pupil to pursue a high-school course without being forced to take up a foreign language. All scholars recognize the importance of linguistic study, but everything desirable in the work of higher education can not be accomplished in the high school and pupils will suffer no serious loss by letting the study of foreign languages alone and giving more time and thought to the mastery of their mother tongue.

"Some of the high-school work in science affords the best illustration of 'rote teaching' that can be cited. The textbook is the 'be-all' and 'end-all' of most science teaching in the smaller high schools where there is a plentiful lack of all laboratory equipment and where the teacher is hurried from one realm of science to another with such lightning-like rapidity as precludes the ordinary mode of respiration. Fewer branches of science should be named in the school course. Leave something for college and university



A CORNER IN THE MAIN KITCHEN, DOMESTIC SCIENCE DEPARTMENT

teaching to work upon. The scientific smatterer from the high school is not prepared either for college or for what is called 'practical life.' A young man who has passed through the third year of a high school told me recently that he would not have to study chemistry when he entered college, as he had already exhausted himself and that branch of science by completing it.

**"When will we learn** that quality of study has more to do with mental growth than quantity of subject matter? It is only too evident that our pupils and students are not wrinkling their brain tissue by thought engendered by what they are doing in class-rooms and laboratory. They have hardly time to focus something akin to a thought upon one subject of study before the eyes of the mind are sent roving in quest of another. The greatest evil connected with the high-school work to-day is the multiplicity of studies which makes anything like mastery impossible.

**"It is not the chief end** of secondary instruction to glorify the college and the university. Few, comparatively, are those who enjoy the doubtful advantages of the modern high school; fewer, by far, those who matriculate in college. To turn the whole educational machinery of the

elementary and secondary schools to grinding out a grist for the college hopper is not to keep in view the greatest good to the greatest number.

**"It has not yet been clearly shown,** to the one who does his own thinking and makes use of his own eyes, that the preparation for college, which the high school is supposed to furnish, is also the best preparation the high school can give a young man or woman whose school days are numbered with the completion of its course. There are many subjects now having a place in the high-school course that have no appreciable connection with the practical affairs of life. They hold their place in the course because of their supposed cultural value and because some knowledge of them is made a requisite for admission to college. It can not be shown that the study of such branches as commercial arithmetic, bookkeeping, and business law is without disciplinary value to the mind, while it can be shown that such study gives promise of the possession of knowledge serviceable in almost every occupation that comes in direct touch with the business world.

**"After the pruning process** before suggested and such a recast of the course as will make provision for more practical studies, effort should





RURAL TRAINING SCHOOL—STATE NORMAL COLLEGE

be directed to securing, on the part of pupils, more painstaking, thorough work. There is too much half-baked educational product in the world. The mind needs to be trained to take a stronger grasp on the problems of life and to be satisfied with no half-way solutions of them."

When Mayor Gaynor, of New York City, in an address to the newly appointed members of the board of education of that city, said that the school system prevailing generally in large cities was a failure he expressed a biased judgment and not the settled conviction of any large number of our people: but when he uttered the following sentences, he voiced the belief of many, not only school patrons but teachers as well:

"We are trying to teach the school children too much; The result is that we do not teach them well. Too many subjects are taught the children. Our school children are submerged—they just about have their noses above water struggling to breathe.

"We are now bringing boys and girls out of common schools who are taught so much and who think they know so much that they won't work any longer with their hands. The girls

refuse to do housework. There is a shortage of workers all over the country.

"We are teaching things that are unnecessary to make good citizens. We are teaching languages in the schools, and I would like to meet one child that has come out of the school knowing a language."

The date of the report of Dr. White marks the beginning of effort in the N. E. A. to re-organize and unify the courses of study in the public high schools. First, the National Council of Education appointed a Committee of Ten to take up the subject and make careful study of it. Then the committee was enlarged and made to include public-school and college men in nearly equal numbers. The committee's report, covering 249 pages of printed matter, made evident the need of a thorough revision of the high-school courses of study. It was found that fifty different subjects of study were pursued in the high school investigated. In July, 1911, at the San Francisco meeting of the N. E. A. a committee from the Department of Secondary Education made a report on the "Articulation of High School and College," which was adopted. Since its adoption it has been widely distributed, in printed form, and has provoked warm discussion from

representatives of the two arms of our educational service sought to be affected by its recommendations. The following headings, under each of which comment at length is made, give the general trend of the report, as far as it relates to a "well-planned high-school course".

1. The Quantitative Requirements should be fifteen Units.

2. Every high-school course should include at least three units of English, one unit of social science (including history), and one unit of natural science.

3. Every high-school course should include the completion of two majors of three units each and one minor of two units, and one of the minors should be English.

4. The requirement in mathematics and in foreign languages should not exceed two units of mathematics and two units of one language other than English.

5. Of the total fifteen units, not less than eleven units should consist of English, foreign language, mathematics, social science (including history), natural science, or other work conducted by recitations and home study.

**The five statements** are summarized thus: Nine specified units—3 units of English; 2 units of one foreign language; 2 units of mathematics; 1 unit of social science including history; 1 unit of natural science; 2 additional academic units.

One or both of these units must be advanced work to meet the requirement of a second major of three units.

Four units left as a margin for whatever work best meets the needs of the individual.

A supplementary Report modifies No. 4 as follows:

4. (a) "In place of either two units of mathematics or two units of a foreign language, the substitution under proper supervision should be allowed of two units consisting of a second unit of social science (including history) and a second unit of natural science."

In other words, there should be allowed under proper supervision the selection of four units from the following:

- (1) Two units of one foreign language.
- (2) Two units of mathematics.
- (3) Two units consisting of a second unit of social science and a second unit of natural science.

**According to this provision** it would be possible under proper supervision to substitute the work

in columns (B) or (C) for the work in column (A).

	(A)	(B)	(C)
English.....	3	3	3
Foreign Language....	2	2	0
Mathematics .....	2	0	2
Social Science.....	1	2	2
Natural Science .....	1	2	2
Total specified .....	9	9	9
To which must be added to make another major.....	I or 2	I	I
Total.....	10 or 11	10	10



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Professor of Physiography and Supervisor  
of Rural Training Schools

Consequently the student without mathematics must present three units in two subjects and two units in the two remaining subjects, thereby demonstrating ability in four lines of work.

Similarly, the student without foreign languages must present three units in two subjects and two units in the two remaining subjects.

City school districts of this country show that of the pupils entering the elementary schools about one in twelve enters the high school; about one in twenty-five completes the high-school





INTERIOR OF ONE OF THE TRAINING SCHOOLS

course; and not quite one in a hundred enters college.

**High-School Enrollment Analyzed.**—Figures furnished by Dean Williams, of the State Normal College of Ohio University, show that, in 1908, there were 315,035 pupils in the first year of the public high school, or 45% of the total enrollment; that in the second year there were 230,668, or 24% of the total enrollment, a loss of nearly 85,000 between the first and second years; that in the third year, there were 154,907, or 18% of the total enrollment, and that in the fourth year there were 104,400 or 13% of the total enrollment.

The figures quoted show that 69% of the total enrollment in the public high schools are found in the first two years, and 31% in the last two years, of the course. For the year named, 32% of all high-school graduates "prepared for college" by taking courses required by college entrance conditions.

The industrial classes of our country make up 92% of the total population—the other 8% being made up of business and professional people, and those having no visible means of support. The high-school course must consider, first of all, the educational rights of the greater

number who never expect to go to college. Further, the make-up of the high-school course



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will have much to do with increasing or diminishing the number of pupils who complete it.



INTERIOR OF ONE OF THE RURAL TRAINING SCHOOLS

The late Dr. William T. Harris asserted that a normal course of study would include five great divisions of human knowledge, namely, mathematics, language and philosophy, natural and physical science, history and government, and literature and art. Conforming to this authoritative presentation of the "true order of studies," the modern high-school course might have tentative form as follows:

English 3 units; a foreign language 2 units; history and civics 2 units; science 2 units; mathematics 2 units—a total of 11 units of required work. The remaining 4 units, needed to complete a desirable high-school course, could be taken from the following-named subjects with such time and credit given to each as local demand and conditions might suggest:

Drawing: Freehand, mechanical.

Music: Instrumental, voice, harmony.

Manual Training.

Domestic Science.

Commerce: Bookkeeping, commercial arithmetic, business forms, commercial law, stenography and typewriting.

Agriculture.

That some of the work included in the 4-unit credit could be wisely articulated with that re-

quired in connection with the general term **science** may be made clear to some by the following suggestions:

Botany: More of agriculture and less perfunctory and profitless text-book work.

Zoology: Study insects injurious to plants and learn something about animal husbandry.

Physiology: Chemistry of foods; household sanitation; care of the sick; care of children; or in a word Domestic Science.

Physics: Theory of machinery; heat and its effects; electricity and its applications; Manual Training.

The course outlined is flexible, gives sufficient latitude for elective work, meets diverse local conditions, and, if properly taught by the teacher and passed over or through by the pupils, with a fair degree of mastery on their part, adequately and reasonably prepares the pupil for admission to any higher institution of learning, particularly should it be one under the control of the state and supported wholly or in part by a general property tax.

In conclusion, I affirm that no high-school will be weakened in efficiency or lowered in popular esteem by the omission, from it altogether, of logic, psychology, astronomy (except



as a part of geography), Greek, trigonometry, surveying, and, possibly, political economy, as that subject is generally taught in high schools.

**Were the study of all foreign languages** omitted from the high-school course, more emphasis being put upon the study of English, history, and civics, the intellectual heavens would not fall. They would doubtless be upheld by intellectual pillars broad enough and strong enough to hold them in place. These statements apply to the generality of high-school pupils and not to the few who are looking forward to the completion of a college course.

**Summary**—Those directing the work of the high schools might profit by taking into serious consideration the facts embodied in the following statements:

1. Many high schools are too ambitious. In some high schools as many as fifty subjects are scheduled, some being of college rather than of secondary grade.

2. The "unit of credit," according to the accepted definition, is certainly elastic enough. It stretches from a minimum of 5,760 recitation minutes to a maximum of 12,000 recitation minutes. A pupil doing the minimum amount of work is not well prepared for entrance to college. The completion of such a course does not even bring him adequate high-school training.

3. Few high schools are able to send out pupils who can rightly claim more than 15 units of secondary credit; yet it often happens that a high-school graduate will present to the college registrar a certificate containing from 16 to 19 units of credit and demand college recognition for the extra units.

4. There is a matter delicate to handle but one needing correction, namely, the unfitness of many high-school teachers to teach some of the advanced studies. They need graduate and professional training combined.

5. The public high school, in its four-year courses, covers a long enough period of secondary work. To extend its courses over six years to enable its graduates to take advanced standing in college would be a mistake.

6. Training for some of the vocations will come in touch, ultimately, with the relations the labor unions sustain to some of our industrial enterprises. The highly-trained and the poorly-trained workmen come under the influence of the union, to the same level of compensation and usually to a dead level of efficiency.

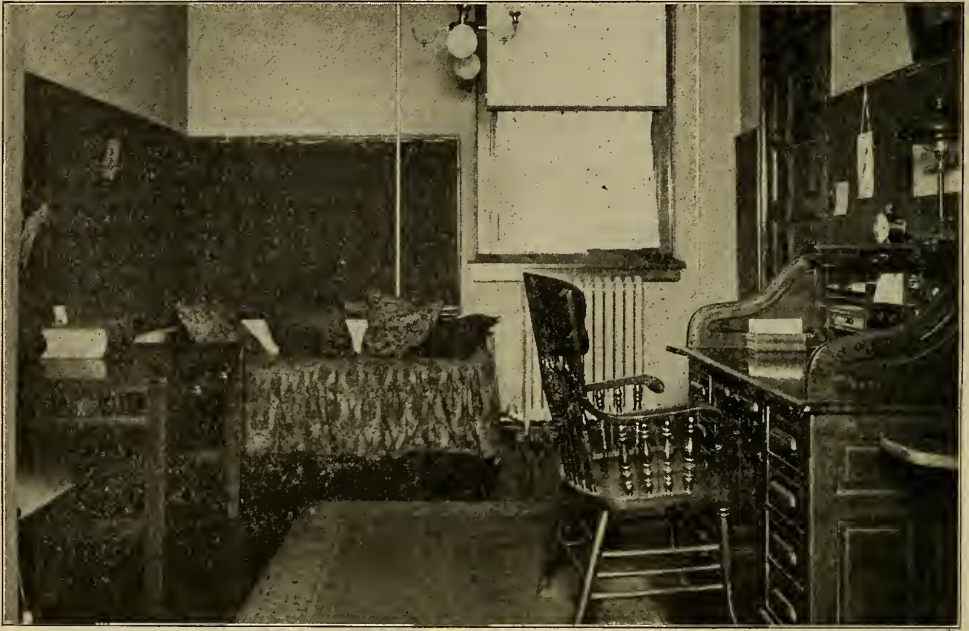
7. Dictation from the colleges to the high schools, through the agency of college representatives or high-school visitors, is justly resented by public-school men. Here is a needless source of friction. Such dictation has probably done more to widen the gap between high school and college than all other hindrances combined. Sympathetic, competent, and unselfish inspection of the high schools would doubtless be welcomed by the high-school people, but inspection will never be thought to possess these qualities so long as it is directed in the interest of one institution and with intent, possibly, "to build up a machine." There's no



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Professor of History

sense whatever in two different agencies, both claiming the right of way into high-school precincts and with different ends in view, having to do with classification of high schools in Ohio. The office of the State Commissioner of Common Schools is the natural and logical source whence such inspection should proceed.

8. "Let us hear the conclusion of the whole matter" as far as relates to what has gone before. Fifteen units of secondary work, made up of practical and cultural studies selected to meet the just demands of the public and at the same time so chosen as to be in harmony with advanced thought and the ripened experience of successful teachers shall put bounds to the work of the high schools. This work shall be accepted at its full certified value by college men as a



PRINCIPAL'S OFFICE—KINDERGARTEN DEPARTMENT

reasonable preparation for the college course, whatever it may be. The college courses may justly include such subjects, regarded by college men of secondary rank, as may not be included in the accepted fifteen units of credit made the basis for admission to college; in which case they may be taken by the student as college electives for the completion of which, in full measure, collegiate credit shall be given.

#### SOME ELEMENTS OF STRENGTH IN WRITING AND SPEAKING

**An Address Delivered before the National Speech-Arts Association, at Minneapolis, Minn., June 25, 1912, by Alston Ellis, President of the Ohio University, Athens, Ohio.**

Many men, like Chauncey M. Depew, excel as after-dinner speakers. These seem to say all necessary to be said and to say it in such manner as fully to meet all just expectation. I have always felt that after my speech-making period had passed by I was left with some of my best thoughts unspeakable. In the matter of

public-speaking, I have always found that my hindsight gave a better and a broader perspective of a subject than my foresight had done. The thoughts left unuttered were, to my unavailing regret, those that would have been of most pith and moment had I given them expression.

To-day, I wish to be of those who speak because they have something to say and not because they wish to say something. Again borrowing language from Whateley, I aim not to exemplify what he meant when he said, "How many a meandering discourse one hears in which the speaker aims at nothing—and hits it."

Also, I do not wish to be in the class of that Sir Nathaniel, in "Love's Labour's Lost," who is described as drawing out "the thread of his verbosity finer than the staple of his argument." "What is said for the mere sake of saying it is not worth saying at all."

Scott, in *Quentin Durward*, gives a conversation between Durward and his kinsman, Balafre, in which the latter expresses his wonder at Durward's intellectual attainments in the following language:

"To read and to write? To write, sayest



thou, and to read? I cannot believe it. Never Durward could write his name that ever I heard of, nor Lesly either. I can answer for one of them. I can no more write than I can fly. Now, in St. Louis's name, how did they teach it you?"

The revolting peasants, led by Jack Cade, in the reign of Henry VI., looked with lowering brows upon the Clerk of Chatham when he was brought into their midst and voiced their judgment against him in the following words: "He's a villain and a traitor. Away with him, hang him with his pen and ink-horn about his neck."

By the same authority, we are told that in this peasant revolt Lord Say was called a traitor because he could speak French and met his doom when he confessed to a knowledge of Latin.

The story of Quentin Durward, as told by Scott, and the Cade Rebellion, as referred to in the second part of Shakespeare's Henry VI., represent conditions existing in England, France, and Burgundy in the second quarter of the 15th century. It is a far cry in the world's intellectual growth from that time to the "Elizabethan Period" when Spenser, Shakespeare, and Bacon made their age noted in thought and the method of its expression. Truly, there were giants in those days.

I cannot do better than to preface my remarks with familiar quotations from Bacon's "Essay on Studies." It has been said of Bacon that his sentence bends beneath the weight of its thought as a branch beneath the weight of its fruit.

In this connection, I wish to make mention of three pieces of literary composition that have helped me to a better appreciation of the healthy ministration of books to the mind open to uplifting influences. I refer to Bacon's essay from which the quotations are made, Cicero's "Oration for Archias," and Irving's "To my Books."

"Studies serve for delight, for ornament, and for ability. Their chief use for delight is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment and disposition of business; for, expert men can execute and perhaps judge of particulars one by one; but the general counsels, and the plots, and the marshalling of affairs come best from those that are learned."

"Read not to contradict and confute, nor to

believe and take for granted, nor to find talk and discourse, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested."

"Reading maketh a full man, conference a ready man, and writing an exact man; and, therefore, if a man write little, he had need have a great memory, if he confer little, he had need have a present wit; and if he read little, he had need have much cunning to seem to know that he doth not."



**CONSTANCE TRUEMAN McLEOD, A. B.,**  
Principal of the Kindergarten School

Saint Thomas Aquinas, the "Angelic Doctor," said that by reading *one* book a person could become learned.

Dr. Johnson asserted that one who would read anything five hours a day would become learned; and there is no lack of material from which to select because, "of making many books there is no end."

There are so many books that Emerson thought the "human mind would be a gainer if all secondary writers were lost—say, in England, all but Shakespeare, Milton, and Bacon—through the profounder study so drawn to those wonderful minds"; yet, there is something of truth in the statement of Holmes that "the foolishlest book is a kind of leaky boat on a sea



ONE OF THE KINDERGARTEN ROOMS

of wisdom; some of the wisdom will get in anyhow."

Bulwer, in like expression of thought, says: "What scholar does not allow that the dullest book can suggest to him a new and sound idea."

Huet, the French scholar, enlarges the idea of Emerson somewhat, for he says that all human thoughts and records—doubtless those, in his judgment, worth preserving—could be included in ten folios.

As to the selection of books to be read, the reader should bear in mind, with Fields, that "there are certain books that are read to be laid aside, and there are certain other books that are laid aside to be read." Some one has said that "our communion with books, to be intelligent, must be more or less spontaneous." Early acquaintance with good reading is of great value, and Holmes expresses a patent truth when he says that "all men are afraid of books who have not handled them from infancy." "It takes a long apprenticeship," he says, "to train a whole people to reading and writing. The temptation of money and fame is too great for young people." Again he says: "Books are the negative pictures of thought and the more sensitive the mind that receives

their images, the more nicely the finer lines are produced. Some books are edifices to stand as they are built; some are hewn stones ready to form a part of future edifices; some are quarries from which stones are to be split for shaping and after use."

Increase of appetite grows by what it feeds on, and "reading is to the mind what exercise is to the body." How wisely to select from such a wide range of accessible reading is no easy matter since tastes and minds differ so much. Bulwer's suggestion of choice has merit: "In science read, by preference, the newest works; in literature, the oldest. The classic literature is always modern. New books revive and redeccorate old ideas; old books suggest and invigorate new ideas."

Emerson's three rules for book-reading are freighted with good advice; yet the third rule is not to be followed implicitly for, it must be remembered "that circumstances alter cases." The rules are as follows:

1. "Never read any book that is not a year old.
2. "Never read any but famed books.
3. "Never read any but what you like; or, in Shakespeare's phrase,





KINDERGARTEN CLASSROOM

'No profit goes where is no pleasure ta'en;  
In brief, sir, study what you most effect.' "

Appearances are sometimes deceptive. Exterior promise and interior realization of that promise do not always go in company. Fielding's description of books is to the point: "Some books, like quacks, impose on the world by promising wonders; while others turn beaux, and trust all their merits to a gilded outside."

A classification of readers and an enumeration of motives prompting persons to read books of any kind would be an interesting effort but one attended with no little difficulty and pointing, perhaps, to a very unsatisfactory issue.

To which of Coleridge's four classes of readers do most people belong? Hear his classification:

"The first class of readers may be compared to an hour-glass, their reading being as the sands; it runs in and runs out and leaves not a vestige behind.

"A second class resembles a sponge which imbibes everything and returns it in nearly the same state.

"A third class is like a jelly-bag which allows all that is pure to pass away, and retains only the refuse and dregs.

"A fourth class may be compared to the slave of Golconda, who casting aside all that is worthless, preserves only the pure gems."

There are persons who, as Fielding says, read books with no other view than to say they have read them, "a more general motive to reading than is commonly imagined and from which not only law books and good books but the pages of Homer and Vergil, of Swift and Cervantes have been often turned over." Balfour speaks of a class of unfortunate persons who read a book principally with the object of getting to the end of it. "They reach the word 'Finis,'" he says, "with the same sensation of triumph as an Indian feels who strings a fresh scalp to his girdle."

Whately speaks of inattentive readers who measure their proficiency by the pages they have gone over.

The value of reading is determined by the pleasure it gives and the thought it engenders. Thoughtless reading enfeebles the mind and suggests vacuity of understanding. Emerson asks, "What is the hardest task in the world?" His answer is, "To think." "Thinking is after all, the highest result of all education." "The chief intellectual difference between men



KINDERGARTEN PLAY-ROOM

is," says James Freeman Clarke, "that some think and others do not \* \* \* but thinking is hard work, perhaps the hardest work that is done on the surface of the planet." Dr. Johnson speaks somewhere of people in whom the labor of excogitation is too violent to last long.

"Think for thyself, one good thought but known to be thy own, is better than a thousand gleaned from fields by others sown."

Says Sir John Lubbeck: "The real conquerors of the world indeed are not the generals but the thinkers; not Genghis Kahn and Akbar, Rameses and Alexander, but Confucius and Buddha, Aristotle, Plato, and Christ."

What is the end of thinking? To discover *truth* and to obey her voice as we should the whisperings of conscience. The conscientious seeker after truth need never fear that conscience will make him a coward; for "he is the freeman whom the truth makes free, and all are slaves besides." Seeking truth, is good; living in the light of truth and in harmony with it, is better. When truth and error come in conflict there can be but one outcome—the ultimate triumph of the former. If faith without work is dead, truth in a passive state comes far short of its intended mission. To show our

reverence for truth let us seek it as the star of hope and promise and set our feet in the path lighted up by its steady and constant light.

It has been said that most people wish to have truth on their side, but are not as careful as they should be to be on the side of truth; or, as Lowell puts it, "It is easier to embody fine thinking, or delicate sentiment, or lofty aspiration in a book than in a life."

"Good thoughts," says Bacon, "though God accept them, yet towards men are but little better than good dreams unless they be put in act." Of like import are the words of Emerson: "Ideas must work through the brains and arms of good and brave men or they are no better than dreams."

Was it Shakespeare who said that if our virtues did not go forth from us it were as well we had them not? If he did not say it some other worthy writer did. At least he testified that thoughts, words, and acts are closely joined in the best of human make-ups. The brother who reached the throne by fratricide might render lip-service prayer but thought was not in the act.

"My words fly up, my thoughts remain below,  
Words without thoughts never to heaven go."





KINDERGARTEN PUPILS

Words are not thoughts, but only a convenient vehicle by which thoughts travel. What the body is to the soul, is the relationship existing between words and thoughts. Readiness of speech is no sure indication of depth of knowledge or range of experience. Ranting is not oratory or even a distant relation of it. The "small-pot-soon-hot" style of public speaking has nothing to commend it to the favorable consideration of sane and wordly-wise people. The philippics of Demosthenes and Cicero's denunciation of Verres or Mark Antony were full of force and vigor—pulsated with feeling, so to speak—but they were also freighted with thought logically arranged and expressed in well-nigh perfect diction. The sentences of these orators were made up of words fitly spoken and these we are told "are like apples of gold in pictures of silver." "It is the honor of kings to search out a matter": it is the duty of the orator to seek out the truth and make it effective by proper expression.

Men of the past had fewer books but they were of the best. A little more than a century ago, Horne Tooke, a celebrated philologist and scholar, said that he had read everything that had ever been printed in the English language.

What would he do, in this age, in acquainting himself with the contents of the vast collections of English books found in our great libraries? Some one has said that the dead books found in these collections should be buried and the half dead ones put out of their misery. This remark would not apply to a tragedy like *Macbeth* to read which, says Whipple, "is an escape out of all the conditions of your daily life, and you feel ten times the man you were before the sting of the dramatist's genius sent its delicious torment into your soul,"

A society swell, the threads of whose dudish garments were of finer texture than his brain tissue, said to a casual acquaintance that the evening before in a company that he frequented, he was not up to the mark in conversational power; that he had made an effort to say something agreeable but had failed; and that, finally, he could do nothing better than bid the company good night. "Ah, then," said the acquaintance, "you did manage to say something agreeable after all."

Were there a Wendell Phillips among us to-day lecturing on "The Lost Arts" he surely would have something about *conversation*. Holmes has told us that "conversation at the



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best is only a thin sprinkling of occasional felicities set in platitudes and common places" and that "many persons keep up their social relations by the aid of a vocabulary of only a few hundred words or, in the case of some very fashionable people, a few scores only." In Disraeli's "*Lothair*", Mr. Pinto, one of the characters, is made to say; "English is an expressive language but not difficult to master. Its range is limited. It consists, as far as I can observe, of four words, *nice, jolly, charming, and bore*; and some grammarians add *fond*."

Take from some of our people the use of a few pet, meaningless phrases, the slang words with which their speech is freighted, and the "curse and swear," words so often on their lips and they would have to resort to dumb-show as a means of communicating with their fellows. Emerson speaks truth to intelligent people in the following sentence: "Wise, cultivated, genial conversation is the last flower of civilization and the best result which life has to offer us—a cup for gods, which has no repentance."

Writing does make the *exact* man. One is never sure of the force of his own thought until he attempts to communicate it to others. Then he realizes, as never before, that what appears clear and definite to him is difficult to place in the same light, before the intellectual vision of others. In communicating his thoughts to his fellows, the speaker has some advantage over the writer. He can repeat, in one form or another, his views and can watch the effect of his effort upon his hearers. In this way he can "mend truth" with his words and his personality, if he has an engaging one. Yet, in the long run, he writer makes the more lasting impression upon minds which he seeks to touch and turn to his own views. He must be more careful of his words than the speaker, for he has not equal opportunity with the latter to recast his thought and add his personal power to its expression. Printed words that breathe and burn have a more enduring existence than they can possibly have when uttered in speech. Once get a thought logically worked out and committed to the printed page and there it stands to affect both present and future readers. Much of the eloquence of Patrick Henry and James Otis is but a memory. The speeches of Everett and Webster, placed in type as they are, become the perpetual heritage of our people if they choose to profit by them. "What one is irresistibly urged to say," says Emerson, "helps him and

us. In explaining his thought to others he explains it to himself; but when he opens his mouth for show, it corrupts him."

Patrick Henry, Fisher Ames, and the Mingo Chief were eloquent in speech because they were in earnest. Burning and overpowering as their impassioned sentences are when read by the thoughtful reader or declaimed by the aspiring school boy, they yet lose much of their force when eyed by the scholar in the seclusion of his study. Yet, in print, these words are permanent; from the lips of the speaker, without being committed to writing, they secure but a temporary effect.



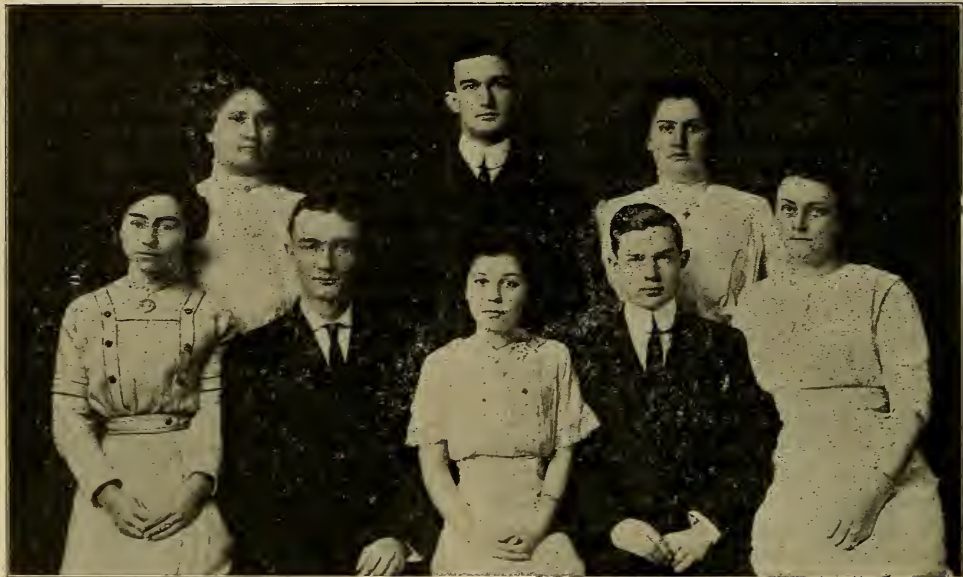
EMMA S. WAITE

Professor of the Training School

"Suit the action to the word," is no more important than to fit the words to the action described. Simplicity of style, wise choice of words, and an innate power of speech made more effective by sensible training, will be of use to the one who has wish to address his hearers with good result. Hear Logan, the Mingo Chief, as, swayed by a sense of great wrong received, he sends his message of only 196 words to Lord Dunmore, then royal governor of Virginia.

"I appeal to any white man to say if ever he entered Logan's cabin hungry, and he gave him not meat; if ever he came cold and naked, and he clothed him not."

## COLLEGE OF MUSIC



GRADUATING CLASS, 1912

"There runs not a drop of my blood in the veins of any living creature."

Three-fourths of the words in this eloquent appeal and fiery vindication of his acts are monosyllables.

Patrick Henry's "Give me Liberty or give me Death" speech was made up of short words that went to the mark with bullet-like force.

"It is natural for man to indulge in the illusions of hope" and "I have but one lamp by which my feet are guided and that is the lamp of experience" are typical sentences. The two paragraphs from which quotation is made contain 291 words, 222—or more than three-fourths—of which are words of one syllable.

Lincoln's Gettysburg Address, known and recited from one end of the country to the other, and which has found a permanent place in the world's literature, is another example of great force pent up in a few simple but well chosen words. As I count the words of the Address, in the form in which I have it for use, they number 269. There are 197 one-syllabled words.

An evening adventure in rural Virginia, as related by an anonymous writer, evidences the logical make-up of mind and power of oral expression possessed by John Marshall, who for thirty-five years was Chief Justice of our Su-

preme Court. Some young lawyers in Marshall's presence, but unaware of his identity, were discussing the relative merits of eloquence in the pulpit and at the bar. When the argument proved tiresome and fruitless, as is usual in such cases, one of the disputants turned to the old gentleman, who had listened to the debate with apparent interest but sealed lips and said, "Well my old gentleman, what think *you* of these things?" Then, we are told, came an eloquent and unanswerable defence of the Christian religion. For nearly an hour the opposing arguments were taken up in order and refuted in a lecture of such simplicity and energy, pathos and sublimity, that, at its conclusion, not another word was uttered.

"The Blind Preacher," partly, no doubt, the imaginative creation of the pen of William Wirt, swayed his hearers in the backwoods meeting-house as much by the direct simplicity of his style as by the subject-matter of his discourse. The three elements of successful speaking were there—the occasion, the subject, and the *man*. Everything conspired to hold the sympathy and fixed attention of the worshipers until the climax was reached in, "Socrates died like a philosopher; Jesus Christ died like a God".

What gave the telling force of Paul's speech



before Agrippa? Why do students of forensic oratory study with interest the words uttered on that noted hill where the Athenian court held its sittings? Read the paragraphs beginning with, "I think myself happy, King Agrippa" and "Ye men of Athens, I perceive that in all things ye are too superstitious," and ready answers to the questions are given. It is the story of a man with a message which, with some degree of diplomacy, it is true, he gives forth in choice words of clear sense. Take the first hundred words, including and following each quotation given, and three-fourths of them are found to be monosyllables. Note the words in this sentence for additional proof of the strength of short words to carry force: "For in him we live, and move, and have our being; as certain also of your own poets have said, for we are also his off-spring."

Webster in debate with Hayne, Lincoln and Douglas on the stump before the voters of Illinois, Gladstone and Disraeli crossing verbal swords in the British parliament, are evidences of the power of the spoken word to sway the minds of men and prompt them to act. Can you, in imagination, place yourselves in Westminster Hall when Burke and Sheridan made the trial of Warren Hastings a red-letter day in the history of British oratory? Can you go with one of Ireland's most gifted orators, that O'Connell who was convicted of conspiracy and sedition, as he championed the repeal movement of 1840 before vast crowds of his countrymen who hailed him as their deliverer from a hated union?

What was the power that kept Beecher on his feet and on edge for hours when he made clear the position of his country on the questions of slavery and union before the riotous mass at Liverpool? In 1863, the speaker who faced an English crowd in defence of the righteousness of the American Civil War, viewed from the standpoint of the North, was in danger of bodily harm. The eloquence of Beecher was never used to a better or more effective purpose than when it forced the truth home to the unwilling minds of English mobs and lodged it there.

"Great is the privilege of eloquence! What gratitude does every man feel to him who speaks well for the right—who translates truth into language entirely plain and clear! 'Behold,' says Seneca, 'a spectacle to which God may worthily turn his attention; behold a match worthy of God, a brave man hand-in-hand with

adverse fortune at least if he had challenged the combat."

The early Abolitionists in this country fared badly when addressing meetings attended by those not in sympathy with the views they held.

In 1837, Lovejoy lost his life at the hands of a senseless and frenzied mob of his own countrymen. The speech of Wendell Phillips denouncing this outrage upon personal rights and free speech placed him in the front rank of American orators, a place he held to the time of his death in 1884.



**JAMES PRYOR M'VEY, Ph. B.,**  
Director of the College of Music

George William Curtis, himself a gifted and an effective speaker, mentions the Lovejoy address of Phillips in glowing terms. He is authority for the statement that Patrick Henry's speech ranks first, Phillips's Lovejoy defence second, and Lincoln's Gettysburg Address third in the list of orations connected with the names of eminent Americans.

Have you been moved by the impassioned oratory found in Rufus Choate's speech in eulogy of Webster; or that which marked Conklin's convention speech nominating Grant for a third term; or that made potent and masterful in the "Crown-of-Thorns" speech that proclaimed



## GRADUATES IN PUBLIC-SCHOOL MUSIC

Bryan as one of the foremost orators of his day? Surly you have, and many thousands of your fellow-countrymen have likewise—all to reach the conclusion that they have come in close touch with the high-water mark of American eloquence. They recognize that the chief business of rhetoric, or the art of speaking, is, in the language of Plato, "to address the affections and passions which are, as it were, the strings and keys of the soul and require a skilful and careful touch to be played on as they should be."

The objects held in view by the speaker are as various as the kaleidoscopic phases of human life. Cicero, one of the earliest writers on oratory, recognized this for in speaking about what is becoming in oratory he says: "It is, however, clear that no single kind or style of oratory can be adapted to every cause, or every audience, or every person, or every occasion."

The law of adaptation, or put yourself in his

place, comes in here. "Discretion of speech," says Bacon, "is more than eloquence; and to speak agreeably to him with whom we deal is more than to speak in good words or in good order."

It is the soft answer that turneth away wrath; so the agreeable manner and the persuasive address are open sesames to the mind locked in by ignorance or prejudice, or both—as the two are not unusually joined.

Pope's rule regarding the use of words,—  
"In words, as fashions, the same rule will hold;

Alike fantastic, if too new or old;  
Be not the first by whom the new are tried,  
Nor yet the last to lay the old aside—

is but another statement of the advice of Cicero who records three rules for the use of words by the orator; "to use frequently *metaphorical* ones, sometimes *new* ones, and rarely *very old* ones."

I once heard a learned educator make use of



scholarly language, unrelieved by a single anecdote, in speaking for what seemed an interminable hour, upon the life and philosophy of Plato before a body of rural teachers made up, in part, of Mexicans who doubtless did not understand one word in three the speaker uttered. A familiar talk on a topic of general interest was what was needed in that instance. Labored effort "to fly high" in oratory is likely to result in ignominious fall. In such cases the fall from the "sublime to the ridiculous" is not long.

Yesterday's newspaper report of the Democratic convention, now in session at Baltimore, contains a humorous reference to an "Eagle Talk" by a Virginia delegate at a conference meeting held in the interest of one of the candidates. The eagle was represented as having "his beak dipped in the five sweet waters of the North, his tail wabbling in the waters of the Gulf, his right wing beating the raging waters of the Atlantic, and his left wing bathed in the calm and peaceful waters of the Pacific", in which condition continued the speaker, "the American eagle will go on to victory." Said a listening delegate, "I just waited long enough to find out where that eagle's feet were planted and then I 'beat it' out of the room."

A preacher, carried away by his own eloquence, said of the triumphant Church: "There she is riding over the ocean of Time, gloriously surmounting every billow, breasting every stormy wave, buffeting the winds and storms of the centuries, and riding triumphantly to the haven of rest beyond—and why? Because she is founded on a rock."

If the speaker does not want his words to fall flat, it would be well for him to pitch his thought and his voice in the key of "b" natural. To an extent, but not wholly, he should forget himself in his effort to accomplish that very thing for which the occasion calls. Too much self-consciousness will deflect the aim to the extent of missing the mark altogether; too little, may be interpreted by the hearers as something of disrespect and lack of consideration for the views they hold. The tactful speaker will make effort to handle the minds of those before whom he speaks as does the skilled performer when he touches the instrument upon which he plays. A discordant note in oratory is not more agreeable to a sensitive, cultivated ear than one in music.

Early American oratory was confined almost

wholly to the consideration of political questions, polemic discussions regarding religion, and efforts put forth by counsel in the courts of law. The field has greatly widened since Revolutionary days. Now our interests are so diversified, our social, business, political, educational, and religious affairs are so complex, that we have, to an extent, reached the time of specialization in both writing and speaking. In homely phrase, what may prove to be one man's meat may be another man's poison. As the



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Instructor in Public-School Music

worker looks about wisely to select the occupation in which best to give his time and effort, so the one aspiring to be a teacher through the medium of the spoken word looks to the stage, the lecture platform, the courts of law, the church pulpits, or elsewhere for the scene of his activity and hoped-for triumphs. His preparation will be planned to meet the requirements of the position he expects to fill.

One qualification is admittedly necessary for all such as seek public favor as speakers and that is *scholarship*, the term being used in no



TEACHERS' CLUB 1912



bookish sense. "The true ruler of this big bouncing world is the lexicon," says Whipple. "Scholarship," says Bulwer, "is the parent of ideas, and ideas are parents of action." "The scholars are the priests of that thought which establishes the foundation of the earth" is quotation from Emerson. The learned Lanfranc accompanied the invaders of England led by the Norman William. Bulwer says of him: "Amongst that assembly of soldiers, noiseless, self-collected, and conscious of his surpassing power over swords and mail, moved the scholar."

Business men are failing from lack of adequate preparation for their work, professional men rest in mediocrity because of defective training, teachers are blighting the lives of thousands of children because they enter upon their work as half-baked products both in scholarship and professional skill.

Truly there is no royal road to learning and there is no excellence without great labor.

The McGuffey Fifth Reader, that first came into my hands when I was a school boy in Northern Kentucky, more than fifty years ago, had in its opening lessons one headed, "Industry Necessary for the Orator," and made up of judicious selections from the able address written by an American clergyman, Henry Ware, Jr. The opening sentence is freighted with meaning: "The history of the world is full of testimony to prove how much depends upon industry; not an eminent orator has lived but is an example of it."

The writer then compares the organ of voice to a musical instrument, only he regards the former as the more complicated of the two, and exposes the folly of attempting to use either with good effect without long and systematic training. The one who intends to play in public on the piano, organ, flute, or other musical instrument expects to spend hours and days in preparation for the events ahead; but the one who looks forward to the time when he will speak in public fancies, says Ware, "that the grandest, the most various, the most expressive of all instruments, which the infinite Creator has fashioned by the union of an intellectual soul with the powers of speech, may be played upon without study or practice."

Mathews, in the preface to his readable book on "Oratory and Orators" says: "No man ever has been, or ever can be, a true orator without a long and severe apprenticeship to the art;

that it not only demands constant, patient, daily practice in speaking and reading, but a sedulous culture of the memory, the judgment, and the fancy,—a ceaseless storing of the cells of the brain with the treasures of literature, history, and science for its use,—that one might as well expect literally to command the lightnings of the tempest without philosophy, as without philosophy to wield the lightnings of eloquence,—and they will shrink from haranguing their fellow-men except after a careful training and the most conscientious preparation."

Finally, as a last thought, admitting adequate preparation on the part of the public speaker, it is pertinent to inquire into the manner in which his power will be used—what will the harvest be?

Character, which Emerson says is the highest name at which philosophy has arrived, is more than "gift of gab," or even intellectual power, in the speaker.

Champ Clark, in his address on Aaron Burr, says that nothing can compensate for deficiency in moral sense—neither brilliant talents, nor lofty eloquence, nor profound learning, nor leonine courage, nor winsome manners, nor sparkling wit, nor handsome presence, nor amiable qualities, nor renowned ancestry.

"Why tell me that a man is a fine speaker," says Carlyle, "if it is not the truth that he is speaking?" To touch elbows with his fellows, to be of the life about him rather than to be outside of it and, perhaps, indifferent to it, gives the speaker a power and an influence over his hearers most desirable if used in a worthy cause; but here is another instance where the source must be higher than the stream. You may lift those who are below you if you have the necessary strength and a foothold on higher ground; but a reverse of condition and position means your impotency to exalt them above their everyday selves—for "unless above himself he can erect himself, how poor a thing is man." Emerson expresses this idea fitly: "The highest platform of eloquence is the moral sentiment. \* \* \* If you would lift me you must be on higher ground. If you would liberate me you must be free." Yes, the power of eloquence is great but there can be no true eloquence without wisdom; and we are told that the fear of the Lord is the beginning of wisdom and that to depart from evil is understanding. Any power in the world loses ultimate value if it is used in a bad cause.





The uttered sentiment must be recognized as in harmonious relation to the speaker's life experiences as known, in great part at least, by those whose reasoning powers and subsequent acts he seeks to influence. "Talk that does not end in any kind of action," says Carlyle, "is better suppressed altogether." If the boast of Pericles, that no Athenian through his means ever wore mourning, had basis in fact, some explanation of his wonderful power as an orator is given.

If choice were given me to be a lawyer or a preacher, decision would speedily be made in favor of the latter. The preacher, from one motive or another, may keep lips tight shut when they should be wide open to expose and denounce wrong doing, but it is rare indeed when he openly espouses a wrong cause. The preacher's opportunity to serve his fellow-men is an enviable one, and if he gain the speaking power of a Spurgeon or a Beecher, coupled with a moral character of equal merit, words are inadequate to measure his influence in the moral and spiritual uplift of his fellows.

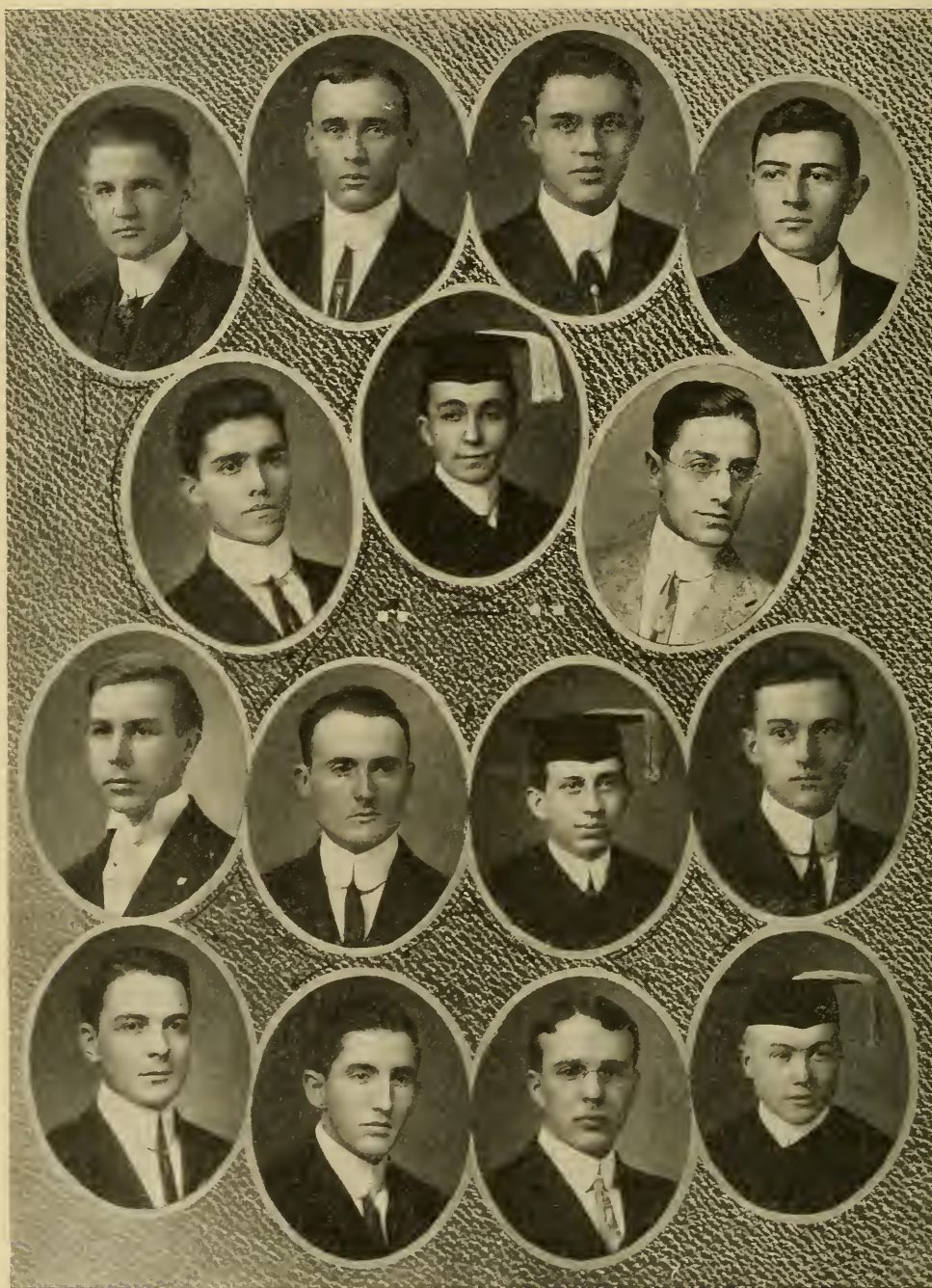
There is too much mud-slinging, defamation of character, and trickery in politics to make that an inviting field in which to exercise oratorical power of a high order of excellence.

The one disinclined to use his talents to make the worse appear the better reason, so to force truth and error into union that the common mind is unable to draw a line of demarcation between them, could not find congenial occupation in some features of prevalent law practice. Of course there are honest, conscientious lawyers—men of the highest moral character and sturdy integrity—and the more honor to them for exhibiting such commendable traits, for the temptations they meet to induce them to shield the wrongdoer and thus prevent justice are very strong. Some in the legal profession who sell their talents to law-breakers, of high and low degree, to save them from just punishment for their evil deeds, should "cease to do evil and learn to do well." Human society sustains a grievous wrong every time the criminal goes unwhipped by justice. Courts were instituted to hold the scales of justice rightly poised, not to give law-breakers immunity for stealing property, violating rights, and taking human life. The officers of the court, in theory at least, from the judge on the bench to the court crier, exercise their official power in furthering the ends of right and justice. If they do otherwise, they

bring the whole instituted machinery of our judiciary into righteous and merited contempt.

There may have been professional ethics in the course pursued by the counsel for the defense in the case of the McNamaras, at Los Angeles, but it was not the kind of ethics designed to protect the lives and property of law-abiding people. To use great legal ability in the interest of dynamiters, murderers, and bribe-givers is to prostitute it to base ends. It is admitted that organized labor contributed not less than \$225,000—the amount has been reported as high as \$1,000,000—to the defense of the McNamaras. This money was collected from worthy and honest people, in the main, chiefly to pay lawyers who knew that their clients were guilty of the charges made against them. No wonder that the leading counsel for the confessed criminals, when he found the "game was up", spoke "like a man who was utterly crushed." Hear him: "I am glad it is over. I have foreseen the outcome for some time. I knew the boys were guilty, but my work was not to proclaim it but to help my clients as much as in me lay. Doubtless union men will criticize me, but, as an attorney, my duty was to the cause I was pleading." What is one's duty? Comment is unnecessary; but it may be inquired, What about the property destroyed, the lives of innocent people snuffed out, and the great money cost of prosecution and defense? There ought to be a difference between lawyer ethics and the honor that is said to exist among thieves. Some lawyers do not enter upon their professional work moved by the spirit that prompted Horace Mann to advise a young lawyer, "Never espouse the wrong side of a cause knowingly, and if, unwittingly, you find yourself on the wrong side, leap out as quickly as you would jump out of a vat of boiling brimstone."

The teachers of whatever grade, school or college, have opportunity for the exercise of effective speaking power inferior to none given to the followers of any other calling. They are not handicapped in their work by the promptings of a prudence that admonishes them to seem to be what they are not. Those who come to them for help come with clean hands and in a worthy cause. The teacher can be at his best at all times, if he so elect, for, in general, public opinion expects him to do the right thing and the incentives to do the opposite are not strong enough to overcome anyone but a weakling.



THE JOSEPH STORY CLUB



"Whatever," says the younger Beecher, "teaches men to be truthful, to be virtuous, to be enterprising; in short, whatever teaches *manhood*, emancipates men."

If natural abilities like natural plants need pruning by study, likewise the natural manner of easy and forcible expression with which some young people are endowed will be made more effective in far-reaching service by the rigorous and continued training to which all real orators, from the time of Demosthenes and St. Paul to the present day, have subjected themselves.

Chaucer's description of the true teacher might with equal propriety be made of the public speaker, no matter what end he has in view in entering upon his work, who in good faith seeks the highest and the best results:

"Of study took he moste care and heed;  
Not a word spake he more than was nede,  
Souning in moral vertu was his speche,  
And gladly wolde he lerne and gladly teche."

## THE NEGLECT OF THE EMOTIONS

Edwin W. Chubb.

The psychologist and educationist have not given the emotions the attention they deserve. In James's larger work on psychology we find 900 pages on the intellect, and but a paltry 100 on the emotions. In our school programs we find much attention paid to the development of the intellect, but very little to the cultivation of the emotions. A visitor from Mars, upon examination of our courses of study, might say "All these, mathematics, geography, physiology, grammar, develop the intellect; what do you do to develop the feelings?"

It is easier to cultivate the intellectual powers than the emotional. Feeling is elusive; it baffles the clumsy grasp of the plodding analyst. As Dr. Nahlowsky remarks, "Feeling is a strange mysterious world and the entrance to it is as dark as to Hades of old." It is so much easier to make a class parse *Paradise Lost* than to make them feel it; so much more convenient to examine and grade a paper on conjugations, paradigms, and the enclitic *de* than to awaken a feeling for the glorious dash and vigor of the Homeric heroes; so much more practical to teach the multiplication table and the square of  $x$  plus  $y$  than to inspire the pupil with reverence for a world of law and beauty.

And yet in the great crises, even in the trivial affairs of life, we are governed by our feelings

rather than by our intellects. "While philosophers are wrangling over the government of the world, hunger and love are doing their work", says Schiller. And Emerson in his *Essay of Heroism* writes, "Heroism feels and never reasons, and therefore is always right." Few men marry for reasons advocated by the intellect. A man marries because he falls in love. The levers that move the world are hate, fear, anger, jealousy, sympathy, love. Feeling is a primal force. The hen defending her brood from the prowling cat is not acting in obedience to knowledge. No rule of conduct formulated by philosophers constrains the mother to sit for days and nights by the side of her sick babe. When Grant went to West Point he was led to go there because as he himself has told us, he liked to travel and he thought that on his way to West Point he might visit New York and Philadelphia. More things in heaven and earth have been determined by feeling than we have dreamed of, and when the real history of the world shall have been written we shall read that primal emotions rather than keen, calculating intellect have shaped the ends of nations.

Religion and literature and art without emotion are barren and unprofitable. There are still shallow-pates who think the last word has been said when they call a religion emotional. As though the emotions were not as legitimate as the intellect! There never was a religion that profoundly influenced humanity that neglected the emotional element in man. Confucianism centers in Confucius, Islamism in Mahommed, and Christianity in Christ. "Religion," says Matthew Arnold, "is morality touched with emotion." As Professor Harnack said when as Rector of the University at Berlin he gave the customary inaugural address, "I have already said that the Bible must be the center of all the work of the theological faculties. I will now go further, and say that this center is Jesus Christ." Brilliant and pure as is the great light that flashes from the sermon on the Mount, it cannot influence the heart of man as does the simple story of the Cross. The Babe in the manger and the suffering God on Calvary have been the forces that move the souls of men.

In literature the great masters are emotional. The Shaksperes and Dantes and Schillers are fiery brands of enthusiasm. Skill in phrase-shifting and cleverness of wit are flimsy substitutes for vital feeling. The Cibbers, the



EXECUTIVE DEPARTMENT, NORTH OFFICE



EXECUTIVE DEPARTMENT, SOUTH OFFICE



Pollocks, the Crabbes, even the Popes, fail of soaring into the empyrean of lasting fame, not from lack of polish but from lack of passion. Genuine feeling is the salt that saves from putrefaction. So too, all great art is immortal because its appeal is made to the heart. Civilization has accumulated a mass of new facts, it has yet to tabulate new emotions. Dante's notion of the cosmogony of the world, his knowledge of physical science may be ridiculous, but his *Inferno* has the germ of immortality because it is the record of man's feelings.

We may all grant that the feelings are important. We may even acknowledge that it is just as important for the boy to feel right as it is for him to think right. But some will say, "Does not correct thought produce correct feeling? and is it not impossible to cultivate the feelings by school instruction?" Without entering upon a discussion of the first question, we may say that psychology grants that feeling has some influence on thought just as thought has on feeling. Long ago Ovid commented on human nature's proneness to approve the right and the wrong pursue. And does not St. Paul give testimony to the same truth? As to the second question,—Of course we cannot have recitations in feeling. Feeling is the atmosphere to envelop all teaching. My complaint is that the feelings as motive powers are ignored. Take our treatment of literature and music as an illustration. Here are two subjects that lead themselves preeminently to the cultivation of the emotional nature. Yet literature has been taught for information and not for inspiration. The "When-was-he-born-and-when-did-he-die" method is the tombstone method. Biography, environment, and the history of the times are all interesting, but these are not literature. Recently we have progressed so far as to insist upon the study of the masterpiece along with the study of the master, but even in the study of the masterpiece what is the prevailing method? We have *Macbeth* before us. Dare we plunge at once into the flood that shall carry us into the deeps of tragedy? Do we abandon ourselves to live the poetry and passion of the play? By no means, that would not be scholarly. We must be coldly analytic. We must wade through the early sources of the play, the history of the various editions, detect the anachronisms and metaphors, solemnly confute the Baconians, and of course with proper academic modesty, emend and improve Shakspeare.

And how is it with music? Music is the emotional language of the soul. Here, if anywhere, we should expect the pedagogue to seize the opportunity to train and purify the emotions through ennobling melody. When we step into the schoolroom during the music period do we find ourselves in an atmosphere of feeling? Or do we hear talk about notes, rests, bars, sharps, and flats, andantes and allegros? What children need is the ability to sing, not a technical knowledge of music. They learn to talk by imitation. They can learn to sing in the same way. Phonetics, dictionaries, and grammars might as well be used in teaching a child to talk as to use with very young children some of the so-called aids to teaching music. The art precedes the science. Music, literature, drawing,—each has its technique which must be learned by the specialist and master. But in our teaching of these subjects the emphasis ought to be placed upon inspiration rather than upon technical information.

The Anglo-Saxon is not emotional. He does not fall upon his brother's neck and greet him with a kiss, nor does he gesticulate in conversation as vigorously as the Italian, the Frenchman, or even the German. Stoical suppression rather than free expression seems to be his ideal. Perhaps this is why England's greatest orator, Burke, is an Irishman, and why the great masters of music and art, Verdi, Angelo, Raphael, Corot, Millet, Wagner, Mozart, are not Anglo-Saxon.

We have been taught so long that it is dangerous to feel without acting that now we have learned to act without feeling.

## OHIO'S EDUCATIONAL INSTITUTIONS

By

Alston Ellis

Ohio, by legislative action, gives financial support to four institutions of learning and thus recognizes them as her educational wards. These institutions, in the order of their founding, are named and located as follows: Ohio University, Athens; Miami University, Oxford; Ohio State University, Columbus; and Wilberforce University, Wilberforce. Financial support comes to these institutions from two sources—a small mill-tax levy and special appropriations. Neither source gives a revenue of assured amount. The special appropriations vary in amount from year to year. The mill-tax



HOME OF PRESIDENT ALSTON ELLIS, 23 SOUTH CONGRESS STREET



levy has been changed three times within the last six years.

The whole mill-tax levy for State use was, in 1911, reduced from 1.345 mills to .451 of a mill. Those voting for this bit of legislation asserted that the increased value of real and personal property in Ohio, under the provisions of the "one per cent. law," would make property values subject to tax at least three times as large as formerly. This prediction has not as yet been verified. Property values in Ohio, in 1910, footed up a total of \$2,427,000,000; in 1911, under the operation of the "one per cent. law," they gave a total of \$6,173,000,000. Thus it is seen that a .451 mill-tax levy upon the assessment for 1911 produced a sum \$480,292 less than the 1.345 mill-tax levy upon the assessment for 1910. The common schools and the universities are the chief losers by reason of this reduced income from the state tax. Fortunately this result was foreseen by some friends of education in touch with legislative affairs and a bill was enacted into a law providing that if the mill-tax support of the common schools and the universities, under the new mill-tax levy, did not produce in 1911 a revenue for their support as large as that received by them in 1910, then the Auditor of State should draw warrants upon the general revenue fund of the State in favor of these educational interests to make good such loss of revenue. Thus it happens that the reduced tax levy has not so far lessened the revenue of the common schools and the universities received directly from the State of Ohio.

What of the future? It is not yet known what the total assessed value of property in Ohio will be as determined by the assessments made in 1912. If the listing of real and personal property, now under way in Ohio, gives a total valuation amounting to not less than \$7,300,000,000 then, the present mill-tax rate remaining operative, the schools and universities will receive an income equal to, but not in excess of, that they received in 1910. All conversant with educational conditions in Ohio know that the school and college revenues received in 1910 are not large enough to meet school and college wants in 1913. The mill-tax support of the schools and universities must be supplemented by special appropriations to meet the normal growth of educational needs connected with these educational agencies.

Of the total state tax of .451 of a mill all but .0335 of a mill goes to the support of the schools

and universities. The last named levy produces money with which to pay the interest on the irreducible debt of the State. Ohio could well afford to give *One Mill*—nearly two and one-half times as much as at present to the support of her schools and universities. It is the honest belief of many intelligent citizens that the State receives more real benefit from money spent in support of these educational agencies than from an equal expenditure for any other purpose or purposes. All these institutions have made gratifying progress under conditions that have brought some other enterprises to a standstill. Recently, they have felt the restrictions of a decreased, or at best a stationary, revenue at the very time when their rapid increase of pupils and students made urgent call for more teachers, more ample quarters, and increased equipments.

During this latter period of struggle and victory, their revenues have been looked upon by greedy eyes and their permanency threatened.

Some *Definite* revenue is a requisite for any business-like management of a school system or an educational institution. A wise business man tries to look ahead and to arrange for what he desires to bring about. If one has no plans, if he is simply living from hand to mouth, it does not much matter what conditions confront him, now or hereafter. No one can tell how to cut a garment until he knows how much cloth he can secure; no institutional management can look beyond its nose until its vision is strengthened by a steady light.

I look with misgiving, that some business sense awakens, upon the plan that has been proposed of abolishing the mill-tax for the support of the schools and the state educational institutions. The carrying out of that plan means the placing of them upon an uncertain and insecure financial basis. Under such a condition of financial chaos, no intelligent effort could project itself far into the future. The proposition is suggestive of a management without stability, force, or efficiency. A precarious revenue would tie the hands and hold back the energies of every one working in any manner for the upbuilding of the educational interests of the State.

Then, too, all business experience protests against the abandonment of the present system of providing for institutional maintenance. No enterprise of any moment should be entered upon before ways and means for its intelligent prosecution have been wisely considered and



RESIDENCE OF DEAN HENRY G. WILLIAMS, 39 NORTH COLLEGE STREET

adequately provided. The most disagreeable feature connected with the management of the educational institutions in our State is the necessity that forces those in control of them to make application to the General Assembly for *Special* appropriations. Added to this loss of time and energy, which under more satisfactory conditions could be better expended elsewhere, is the fear, forcing to active effort, that ill-advised legislation may sweep away, in a day, the little fund made, as it were, an endowment by past legislative wisdom. The thought and activity so much needed to promote work within the institution and make known its scope and value to those who might be induced thereby to avail themselves of its advantages are weakened by the necessity of lobbying efforts to hold appropriated revenue and to secure much-needed additions thereto.

A *Certain* mill-tax revenue should need no advocacy before those who are really desirous of promoting the growth of the state's educational institutions. The sign-board of experience points unerringly to the kind of business management these institutions should be under

to put them in a favorable condition for accomplishing, with good result, the purpose for which they were established. Give them a



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*Certain* revenue, as liberal in amount as all considerations and conditions make advisable; place them under the control of boards whose mem-



bership has been judiciously selected; and then free them from threats of unwise legislative interference. Under such a policy every educational institution in the State would feel the thrill of new life and a more energized purpose.

The good results of past efforts, now so apparent, indicate the surest means by which future prosperity can be assured. Frequent legislative interference with the revenue or management of these institutions is a menace to their well-being. Former legislative acts relating to them have followed the best practice in other states. The tendency of legislation, almost everywhere, is to place a state's educational institutions on a sure and liberal financial basis. Let not ill-advised legislation push us many steps backward in our country's advancing educational column.

Again, it is not in the line of sound policy for our lawmakers to attempt a sort of personal control over the internal management of these institutions. Our Legislature meets biennially. Its membership is subject to frequent changes. From the nature of things it is impossible for its members to have any great familiarity with the workings of the educational institutions of the State. Any attempt by them to restrict the governing boards of these institutions in the exercise of the duties usually devolving upon such bodies will likely be more productive of harm than good.

One hundred and fifty law makers, meeting biennially in a not extended session, do not form a body best fitted to control the internal workings of an institution which many of them have never seen. It is hardly possible that such a body can legislate aright, except in a general way, upon such matters.

The boards in immediate control of our state's educational institutions are the bodies best fitted, by experience and contact, to supervise their special workings. The members of these local boards are under official oath, are appointed for an extended period of service, and, in the performance of their official duties, are brought in frequent contact with the work it is their proper province to have organized and prosecuted. They have better knowledge of what is most calculated to promote the growth of the institution under their control than any legislative body can possibly have.

Two proposed acts of legislation that have advocates and which, in my opinion, would, if made operative, prove hurtful to the interests of

all the institutions of higher learning in Ohio, are as follows:

1. To place the management of all the State educational institutions under one board of control.
2. To repeal all laws making annual mill-tax levies for the support of said institutions, and thus require their management to depend upon legislative lobbying for their financial support.

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### CHANGED

Address to the Class of 1912 by Charles M. Copeland, Class Professor.

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In four years great changes may be made in the life and character of an individual. These changes may be in the physical, mental, or moral nature and they may be either for the better or worse. They may be such as to increase or decrease the happiness and usefulness of the individual. They may be such as will make his life either *more* or *less* valuable to the community and the world. It is possible, and in fact probable, that the changes made in that time shall not all be in the same ratio. There may be an increase in mentality and a decrease in morality. There may be an increase in the physical without an advance in either the mental or moral. There may be an excessive development of the mental and at the same time a positive breaking up or destruction of the physical. But just as the *net* profit or loss of a business depends upon the profit or loss of its several departments, so also in determining whether the changes that have taken place in an individual in a given time have in the aggregate been for the better or worse, the changes in each of the three "departments" of the individual—his physical, his mental, his moral, must be taken into consideration.

It is generally reconized that in all this the college student is not an exception. He either comes or is sent to college in order that he may be changed. The college is equipped and maintained, faculties are organized, courses of study are prepared and prescribed, all for the express purpose of *changing* those who enter as students. An observation extending over one or two decades will convince any one that the four years in college under the conditions existing work wonderful changes in the lives of young people. Occasionally these changes are for the worse, as the young person leaves col-



RESIDENCE OF DEAN EDWIN W. CHUBB, 115 SOUTH COURT STREET

lege at the end of his course a physical or moral wreck or with mental habits not as good as when he came. While this is always a sad spectacle, it is at the same time, we believe, the rare exception in our own institution. However, Mr. Cooper in his third article on the *Undergraduate* in the current Century quotes Bismarck as having said that, in his day, one-third of all German students died of over-work, one-third were destroyed or incapacitated by dissipation, and the remaining third ruled the Empire. Whatever may have been true in Bismarck's time and country it is to be hoped that our American colleges and the colleges of the world are able to show a much smaller per cent of waste in the material which they undertake to improve. The great problem yet to be solved by schools of every grade is how to produce the desired changes in the human material without destroying any or in other words how to secure 100% efficiency.

Specific examples are not wanting of the unfortunate changes that may come into the lives of college students. One may enter his course strong, healthy, and vigorous but by overwork,

lack of exercise, irregular hours, and even by dissipation, leave school either before or at graduation with a handicap which he did not have at the beginning of his school career. Another may pass through a course and yet in his study be so inaccurate, sluggish, approximating, dependent upon others, lacking in thoroughness that his brother who did not have a school training and who remained at home on the farm and actually applied his mind in the solution of the practical problems in his work and community, is his superior mentally. Still another may have come to college, honest, clean, conscientious, with convictions that some things are right and that others are wrong, and with the impress of a mother's kiss sealing his pledge to be faithful to the teachings he has received under the parental roof. Associations may have been formed where such homely virtues were not fashionable and not having strength to stand alone he "conformed", consoling himself with the delusion that he was strong enough to practice one thing and at the same time be quite another in character. The book that his mother placed at the top in his trunk has gradually



worked to the bottom, one by one his convictions have been dropped as being "old foggy" ideas and, without tracing his dissolution farther, when he leaves college and asks letters of recommendation there is a choice of words and a reservation in the statement he receives which are significant and it is apparent to those who read them that there is something lacking that after all is "of most worth". Another most unfortunate change that college life may bring to some is in the matter of economy and the regulation of their expenses by their ability to pay. Very naturally there is a great lack of uniformity in the financial status of students. Some are so unfortunate as to have all the money they may wish to spend while others whose support represents strict economy and often great sacrifice on the part of parents or friends, thinking that they must follow the lead of those with money, form habits of extravagance that they will hardly be able to keep up after graduation, if indeed they can, by any method, honest or otherwise, keep them up until graduation. When a college graduate has developed tastes demanding \$5,000 per year to gratify and at the same time the ability to earn \$1,000 or less there will have to be adjustments made that in point of severity may be more than he, so accustomed to indulgence, will be able to bear.

So much for the unfortunate changes in the lives of college students,—the changes that are for the worse, that mean loss to the individual in whom they occur and to the good work of the world to which it is intended all should contribute. But what are the desirable changes, in the lives of students, those that make for happiness, those that make for the advancement of the good and the useful, those that really justify the vast expenditure of money, time, and effort in the matter of education?

In the Century article just referred to, the author gives the following tabulation of the answers of 100 recent graduates to the question: "What is the most important benefit which you received from your college course?"

Broader view of life.....	21
Friendships formed.....	18
Training or ability to think.....	7
General education as a foundation for life work.....	11
Influence of professors.....	36
Technical training.....	7

This list of real benefits includes the most important ones that are being realized by col-

lege students, and such benefits represent changes in character, in prospect, and ability to render service that could hardly have taken place away from college.

There are other beneficial changes in the student that may not be included in the above list, except by implication. Among them are his ideas of the scope of human knowledge, of his own limitations and importance and also of what his life work should be. When he comes to college he may think that four years is a long time in which to learn all there is to be known; he leaves after four years of diligent



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study, humiliated that he knows so little of what is taught in the institution, and also assured that what is taught in the various departments is only a very small per cent of what men have already thought out, and further that what men have already thought out is only an infinitesimal fraction of what remains to be known. Although the student may and should leave college with an understanding of his limitations, he at the same time may and should leave with a feeling of greater confidence in his own importance than when he came, because he has learned that there is need of whatever contribution he can make in the



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world's work and also that that work, if done at all, must be done by persons who have limitations, and further that much that has been accomplished, has been done by persons whose preparation was not more extensive than his own. So much is said to young people by well-intending but injudicious persons about the importance of an early choice of life work, that it is often attempted by them before they have much knowledge of themselves or of the peculiar requirements in the various occupations and professions. They enter college thinking that that question is settled. Their college experience reveals to them elements of strength and of weakness that they did not know they possessed; it suggests to them congenial fields of promising and useful endeavor the existence of which they had not known. It may reveal to them that they are entirely unfit for the work they had, in their immaturity, chosen; or it may reveal to them that that life work is by far not the most important that they are capable of doing. And in revealing to them that a change to some other life work is wise, the college may be doing its greatest possible service.

Finally, if young people come to college with the idea that it is birth, property, social position, pull, or any thing other than merit that wins, it is to be hoped that they will be so operated upon as to lead them to change to a saner, safer, and more truly American conception of the royal road to success.

The college graduate is quite different from his freshman self. He has been changed. The changes to which we have referred as desirable have increased his worth to society while those designated as unfortunate have diminished it. For every unfortunate or harmful change that he himself has caused he is indebted to society for material wasted or opportunity unused. For every desirable change by which his power or vision has been increased he is likewise responsible as trustee for the benefit of every worthy cause that such power and vision can assist.

May time fully justify our belief that by far the greatest part of the changes, wrought by our college in the lives of the 73 members of the Class of 1912 have been of the desirable sort and that they have been such as greatly to increase their own individual happiness and their worth to the world. May they continue to change nintio creasingly larger vision and usefulness

and may they be able to do something in *changing* this world into a better place than they found it.

## ETHICAL INTERPRETATIONS

BY

Frederick Treudley

The one fundamental ethical principle in any form of government which depends for its support upon the suffrages of the masses is well expressed in the statement attributed to Lowell, "In a stable democracy it is not that I am as good as you, but that you are as good as I." When the emphasis is laid upon the rights and privileges and virtues of man in the first person that emphasis is immoral and subversive of order for its tendency is to be subversive of justice. When the stress is laid upon man in the second person, it makes for order because it makes for justice. Paradoxical as it may seem the entire concern of any just and stable individual or organization can not, in the nature of things, rest in consideration of his own safety or prosperity. There is, and can be, no safety, no prosperity, nor anything of worth in the solitary man. The statement of Aristotle that only a god or a beast can live alone is everlastingly true.

God might be conceived as able to live alone because He embraces all things in the fullness of His being; the beast because no creature merely conscious can be said to be possessed of anything we designate as real life. But of man, of him to whom the power is given to look before and after, he knows that what he is and what he can be rests wholly upon the character and the validity of those bonds which attach him to his neighbor. No man creates his own fortunes. His neighbor, his friend, his associates, the person whom he has helped to build up or tear down, are the constructive or destructive agencies at work upon him. The love and hate of a man's neighbor constitutes the glory or nemesis of his fortunes. A grim illustration of this law is given by Carlyle in the statement that a poor woman appealing for help in approaching sickness to those about her, which help was denied, was taken down in fever but she asserted her sisterhood in the death of seventeen of those who lived with her on the same street, by reason of the contagion of the neglected disease.

It is a study of extraordinary interest to note the operation of this law in human history. No



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chapter of any valuable book fails to note it consciously or unconsciously. No power of any kind, no gift of whatever brilliancy, no combination however great, can withstand the undermining, subversive power of injustice. Stability is but another name for justice. "Right is might in the balancing of the centuries", and it may be added that it is the only might.

It is a statement attributed to Mr. Bryan that the bottom and fundamental element of all great questions is moral. One thinking to dispute this statement might point to economic law which seems colorless as respects personality and affirm that here lies the fundamental element of commercial life only.

But close reflection will show that all transactions which may be so designated are and must be personal. In so far as I am wise enough to buy in the cheaper market and sell in the dearer, the transaction must issue to my material gain. But more fundamental than this is how I buy and sell, what sort of a transfer has been made, under what conditions the same has been carried out, what moral considerations have entered in. It is not necessary that men shall buy or sell at all for it is not necessary that mere human life shall exist. Reflection however searching and profound can not find the least reason for the existence of anything whatever apart from the moral life. To Cardinal Newman is attributed the remark that the teachings of the Catholic church hold that no material gain whatever its magnitude or splendor can compensate in the least degree for any spiritual loss however slight. Examining the inscriptions found inscribed upon an ancient temple which stood close beside the market place at the foot of the Rialto where the Venetian merchants transacted their business, Ruskin found and was delighted with these words, "Let the merchants who do business in this place make their weights true, their laws just, their covenants faithful." The reason is not difficult to see. Material things are in time and space. They not only may be but are folded away like a scroll. "Our little systems have their day, they have their day and cease to be." Great systems of thought are erected and studied, but alone and of themselves they have no power to bring man along the least bit of his toilsome way. That alone is all powerful whose influence operates to cause man to see more clearly his real relationship with his fellow-men or to feel more positively what manner of man he is.

Truth connects, and must connect, man with man.

Suppose a student becomes engrossed in the study of chemistry or physics or medicine. We may assume him to be so wholly engaged as to have no concern for anything else. He sacrifices all upon this altar. He is not thinking of the result as related to personal or public welfare. We will assume that he is wholly absorbed in discovery, and that what he thinks may be true. In this search not only the sense of relationship with man but also with God even may seem to fade out of sight. Whether this which may be called an extreme case produces results or not, how shall he be regarded ethically? The answer to this must rest like all other answers to life's problems upon the motive underlying his search. If it be truth for truth's sake, then, though the man may err in his philosophy, he may be saved by his deed, for truth is of God and is God. Truth sweetens or at least makes healthful the cup of life. Truth enlarges the range of man's vision. Truth is imperishable. To search for truth, forgetting even whence and what it is, is worship.

But the fact is that the case supposed is not a possible one. Just as the great surgeon is not thinking of saving the man's life at the moment but of removing most skillfully the limb, or as the singer rendering the great ode is lost to the effect of his art upon the multitude before him, just as the power of these is absolutely dependent upon the conception that their art must be for human welfare else they could not have entered upon it, so of the searchers for truth however abstract. Spiritual energy is impossible upon any other basis than that it serves human life. No system of medicine could have been erected upon the proposition that only animal life was to be ministered to. There is not enough in the just conception of animal life to warrant especial effort on its behalf. Animal life is too well cared for by its nature. In further support of this thought may be cited the evil effects, the extraordinarily evil effects, of the undue exaltation of animal life through a false interpretation of its value in worship. The worship of the creature has been and is, and so long as it be continued, will and must be the burden that will bow the worshipper to the dust. Nations so worshipping must be the servants of those who worship the true God. God is a person. Personality involves self-consciousness and the capacity for self-sacrifice.





Only a being can be worshipped without debasement who has regard to the happiness of his creatures.

Worship of blind objects has always been a fruitful source of misery. Such worship has always brutalized the worshipper. Such worship also marks a stage of civilization. A moral governor regards wholly and universally, the spiritual welfare of his subjects. That the God of the Christian world is such a governor finds proof in His relationship to the natural world as science is demonstrating, and in His relationship to man as is revealed by the study of religion and the Bible. Science is steadily casting out fear. Biblical teaching and criticism are elevating man's conception of God into that of a father, "in whom we live and move and have our being." The "I am" of dim foregone revelation culminates in the person of one who went about doing good, who being reviled, reviled not again, who humbled Himself and became as a man, not despising even the cross. And history has to offer no more extraordinary lesson than the fact that He who by His crossbearing became a stumbling block to the most intellectual people of the world, by that same "rock of offence" has become the glory and the power of the greatest nations of the modern world and the center and hope of civilizations of incomparable splendor.

Comparison of the lives and the final results of the careers of Napoleon and Washington will greatly enlighten the theme in hand. Modern study of these two powerful personalities offers but one testimony as to their relative greatness and influence. The influence of Napoleon has been and is largely negative and indirect morally speaking, that of Washington positive and direct. The lessons to be derived from Napoleon's career partake largely of warning, from Washington's of inspiration. Fathers teaching their children, or statesmen speaking to their countrymen, say of the one, beware, of the other follow. Destruction of life and of much of life's fairest growths, lurked in the unhallowed ambitions of the one, life in fullness, in the modest reverence of the other. Of the one it may be truly said God made his wrath and ambitions to praise, of the other his love of native land, of honor and of truth, to unfold into a veritable tree of life whose leaves have been and are for the healing of the nations. The one tore down, the other built up. The star of the one has

waned away with the dawn of a new era, that of the other has been the herald of the same.

Apply this principle to modern political life and the same truth appears. Insurgency and standpattism are not at bottom economic but moral principles. The question now is not so much my party as what is just. No party alone has ever received its mandate to serve from God. The word exclusive can never be applied in such connection. All men are called, those only chosen, who hear the call and truly understand it. Nevertheless all men serve but in the pregnant word of Spinoza, "the wicked are used up in the serving."

## THE WORLD AS WILL

By Frederick Treudley

It is important to think of the world, if one would think of it truly, under the form of will as well as of thought. To appreciate this conception it is necessary to discriminate. A watch viewed purely under the form of thought is considered as to its parts, their organization, how parts are related, articulated, made to subserve each other and all the common purposes which give significance to such objects. As thought, the mind deals with law, order, arrangement, relationship. But when the mind as thought, enters upon the world of purpose, of final causes, of the motor powers which control, it enters upon the domain of the will. It is strange, and interesting as strange, to note how when thinking of anything the world of will is entered at once "Lo! Creation widens in man's view." For Blanco White in that noble sonnet upon night, from which the above quotation is taken, conceives our "first parents", not only as contemplating intellectually the rumor that the fair blue vault was to be blotted out, but as speculating upon how that event would affect their own fortunes. And when it passed, and it was found that night was added unto day, that out of the azure blue, darkness led forth Hesperus and his starry train, that sleep was added to wakefulness, repose to labor, quietness to distraction, peace to conflict, repose to toil, the whole man, not the intellect alone, but the whole man, the man thinking and willing and feeling, but also the man thinking and feeling because willing, purposing, and planning, experienced an infinite enlargement of life, for in truth, "Creation had widened in his view."

It is little understood practically the part





played by the will in forming intellectual conceptions of life. The writer was a farmer's boy. The operations and effects of this life are registered in every bit of his nature—physical, intellectual, and spiritual. He rides through the country and the ploughman, the haymaker, the fruitpicker, are alike understood and appreciated. Storms arise in the west, and the haste of the laborers striving to protect the crops is perfectly understood. So it is of all life of which we have had experience. And as the engraver's line abides only when the material has afforded adequate resistance, so of life. That which resists receives the mark. "Easy come, easy go."

But the action of the will and its energy is called out in proportion to the requirements, the requirements by the nature of being, and the ends proposed. Enterprises of "pith and moment" call out the best. Upon the altar of one's country in time of danger men will lay down not only their money but their lives. The accidents of life may or may not be given much consideration. The essence of life means practically the whole of life. Personal life vastly outreaches the boundaries of concrete demands for in potential significance it is infinite, the whole of life. This is the reason why a great cause often suddenly develops great but unsuspected resources in men. It is the reason why at the real test, men can do far more than they think they can. It is the reason why martyrs are enabled to go with confidence to their fate. A great work is before them. The very magnitude of the same appeals to the real greatness of the spiritual life within them. Contest produces the sense of worth. I, too, am a man. Under this exaltation of motives the outlines of the task begin to be revealed more and more clearly. If a true task and worthy, it looms up ever and ever higher. It grows with one's growth. It becomes more and more significant. It fills the life. "He that wills to do my will shall know of the doctrines." General John B. Gordon once remarked to the writer that in those critical moments when battles hung in the balance and death was everywhere, he often experienced as at no other time a supreme uplift of soul. He felt that he was engaged in a righteous cause. The latest book of Jane Addams, a woman rightly designated as Chicago's first citizen, "Twenty Years of Hull House," is an unusually fine illustration of this world as will, and how she developed her purposes. Filled with desires

to do good, but with vague conceptions of the ways by which it should be accomplished, she entered upon her life's work. Her experiences, her errors, the innumerable problems presented for solution, the need of the field as yet not met, reacted upon her nature and stimulated her to constantly extended effort. Growth followed growth, enlargement followed upon enlargement, doors opened, new ambitions disclosed themselves, as well as new and unthought-of possibilities. Around her gathered from far and near earnest helpers, and lo! at the end of twenty years, Hull House stands like Tuskegee, a monument of splendid living to a fair name.

He who has ever read the theory of Leibnitz as to monads, how about the central monad of any organization other monads flock, not because compelled to cooperation by external force but by the laws of their windowless beings, will see his theory exemplified by the foregoing and countless other examples. In our crude thinking, we associate the will with compulsion of others. Man cannot compel another's will by force of will. He can set into operation in this world of time and space, forces which may compel other forces to cooperation. But in the spiritual world, in this world of will, freedom reigns, and there can be no compulsion save that of like by like which force is that of character. This may be made more clear by a proper conception of the relation of cause and effect. Effects are simply completed causes. They are identical. "And sin when it is completed, bringeth forth death." Sin is death, death is sin. There is no other death. But sin is the result of free consent, else no sin. If no sin then there is no death. I am speaking now of the spiritual world. The will of man is sovereign here. It is independent of time and space. Time and space are merely symbols by which to make intelligent the operation of the free will. Fate is impossible, for the mind is free. So as the soul of man grows into nobleness, those of kindred minds draw nearer. Like begets like.

It is very important to observe however, that the success of Jane Addams and of Booker T. Washington lay not wholly in the will alone. Good will may, as Kant has so eloquently observed, be the only thing of which there cannot be any excess, and by its own virtue it may be likened to a jewel that shines in the dark. Yet this metaphor must be modified. Good will must be associated with reason, and reason must be distinguished from will in finite conditions.



After the Snake Dance

Ohio vs Kenyon



With God reason and will are one, say the philosophers. They mean not as is meant by reference to man, that reason and will work conjointly. They mean that with the Absolute to think is to do. And from this conception, is deduced that the Absolute is always creating, that He is always creating that which is best, that the perfection of His nature permits no other conception, and if in doubt and cast down by the weight of woe with which this planet at least is so sorely pressed there is no relief to man through explanation save that which grounds the explanation in a wisdom which knows that only real good can thus be secured, and in a goodness which will be able to justify its way to suffering man. But this conception holds true only of the Supreme. Of man that only holds true which affirms the necessity of thought, of experimentation, of failure, trial, re-trial, advance, change of mind, and toilsome progress. The human intellect is subject to confusion. It clears only with continual effort. In all human affairs reason must be taken into account. Men must measure men intellectually. Yet no man knows another until he has grappled with him, cooperating, resisting, denouncing, praising, will against will, mind clashing with mind. Reason and will cannot be separated save for purposes of intellectual statement.

One may see then, I think, the general process by which man builds up his world. He can see how its grandeur or its littleness depends upon the individual. He can see that one's world is not conditioned upon technical education, books, money, travel, society alone. The Buddha's world was the world of an ascetic, and he professed great revelations. Elijah's juniper tree became the place where God chose to comfort him. How small and limited, viewed from one standpoint, were the limitations of our Lord while on earth! What a construction Pestalozzi made out of material common to all! But this world is not only the world of institutions, governments, cities, vast countries, inventions, the sciences, all proof, if proof be possible, of man's divine origin.

We find here no chaos. Chance has no place. We find beauty here, and goodness, also design, and succession of supplies to meet varying needs. The fulness of perfection is manifested. Providence in its operations seems to extend the second mile limit to the fourth, the fifth, and on indefinitely. In human life we see capacity for response. Eye and ear

and taste and touch vibrate to no iron strings, but to strings quivering from golden harps. Out of these conditions and through the slow processes of the ages, man comes to stand at last upon his feet.

Now all this is the result not of fancy, day dreaming, or intellectual theorizing but of will guided by reason. It is the expression of a Supreme Being, one not absent from, but immanent in, His creation filling it with the very essence of His being, filling every part of it with Himself in His fulness, denying to no man his opportunity, and inviting him to full cooperation. This attitude of belief is greatly fortified by the conception which lies at the basis of this thought, viz: that in the particular must be found, if it be found at all, the universal truth. It is the conception that ultimate reality is the thing I see and feel and hear. Said Archimedes, "Give me where to stand, and I will move the world". That place can be none other than where one is. "If thou wilt make thyself sound and self-sufficient, I cannot fail to be moved by thee, though thou art at the uttermost parts of the earth," wrote Emerson. He found the fulness of life, as Thoreau found it, in and about Concord. He found it as Carlyle in Cheyne Row amidst his immediate surroundings, as Silvio Pellico in prison, as McCook in the nests of ants, as John Howard in the jails of Europe.

The world is the will of God. It is the choice of One who contemplates totalities and is not dependent on partial views, of One who sees the end from the beginning, and so is able to estimate all worths. In the light of this thought one may understand those words uttered to Peter upon the housetop, words so significant in the moral history of the world, "What God hath cleansed, call not thou that common or unclean." In this light also may be more clearly understood the Stoic saying. "The whole is perfect; details are imperfect."

Equally true is it that the moral works are the works of the will man. Not perfect, it is on its way to perfection, a condition however, unattainable in fulness by being under finite limitation. It is not and cannot be wholly beautiful, for the beauty of holiness is but partially rewarded. It is not, and cannot be, wholly good because man's glory is not in achievement only but in aspiration, not in reaching the evil but in faithful prayers towards it.

Will, thought, and feeling are movements in





the operations of the mind. They cannot be separated save for purposes of clearer insight for the mind is a unit. To think is to will. Thought and action are attended by feeling. The world is will viewed from one standpoint, it is feeling viewed from another, it is thought viewed from another. The ultimate viewpoint from which all is made clear must be the combination of all these powers which combination in activity yields knowledge of reality.

### THE EDUCATIONAL QUESTION OF THE TWENTIETH CENTURY

By Dr. W. A. Westervelt, Class of 1891  
Zaleski, Ohio

If one were so fortunate as to possess a valuable jewel, would not the utmost care be exercised in obtaining the securest setting for it? Does not one almost invariably seek to gain the safest depository or hiding place for one's most valuable possessions? Is there any judgment or foresight exercised in merely polishing the gem or dusting the bonds and then casting them carelessly aside—the gem thrown out as a bit of broken glass, the securities tossed in the waste-basket to be burned?

We spend our time in preparing for our work as teachers; as students mastering (to some extent) the common branches; in obtaining a sufficient smattering of Latin, algebra, and botany to pass the high-school examination and gain a teacher's certificate; we attend a normal school and study the philosophy (if I may so term it) of teaching; and we are done—turned loose to polish and dust, to push and drill, to develop the mental side of the child, disregarding, neglecting, absolutely indifferent to or forgetful of the physical side of the pupil's life. If the youthful student is sufficiently bright, mentally, always to give good recitations, pass his examinations and to prove himself a credit to his teacher, what matter if he find himself a broken down old man at middle age or what difference if he discover in himself another victim of the "White Plague" ere manhood is reached? The only compensation for the years required and the expense entailed in order to produce such scholarly achievements, as the modern educational system seems to demand, is the eulogy from his teacher in which occurs the indispensable phrase assigning the respon-

sibility for his untimely end to the "inscrutable dealings of Divine Providence." After the conclusion of the touching memorial exercises, shifting all blame from our shoulders, we return to the school room and shut out as much of God's free sunshine and fresh air as is possible while the Devil chuckles at our attempts to arouse the sluggish minds of the poor little victims at the time under restraint. Stories of the brilliant intellect of the physical wreck, pæans of victory in praise of such noted mental labors lose much of their effect when delivered over the confined body of the suicide or murdered youth—it being none the less a crime because accomplished through neglect in training the physical side of the child's life.

Dr. Stanley Hall says, "Knowledge for its own sake is a dangerous superstition, for what frees the mind is disastrous if it does not give self-control. Better ignorance than knowledge that does not develop a motor side. Body culture is ultimately only for the sake of the mind and soul, for the body is only its other ego." How many teachers, aside from those of the kindergarten, utilize the play hours of the school year? How many regard their responsibility as entirely at an end from the closing bell of one session to the opening one of the next? How many utilize the advantage of games in training the mind of the pupil even if entirely unregardful of the effect on the body—games requiring decision and action?

Much more might be suggested along this line in demonstrating the disastrous results ensuing the short-sighted policy of cultivating the mental while neglecting the physical side of child life. However, time forbids what would otherwise prove to result in a more or less technical paper. These points, some of which will occur at intervals in the further discussion of this subject, need not be mentioned at this time. Suffice it to say that while we admit using extreme cases for the purpose of illustration, yet they are by no means rare and would be much more common were it not for the saving grace of child nature which rebels at restraint. Remember the physical and mental natures of the child are at least co-equal in their demands for attention and neither can be neglected save at the expense of the other.

Montaigne says, with a great deal of truth, "Men went to the other cities of Greece to find rhetoricians, painters, and musicians, but to Lacedaemon for legislators, magistrates,



A VIEW OF THE CAMPUS



and captains; at Athens fine speaking was taught; but here was brave acting; there, one learned to unravel a sophistical argument and to abate the imposture of insidiously twisted words; here, to extricate one's self from the enticements of pleasure and to overcome the menaces of fortune and death by a manly courage. The Athenians busied themselves with words, but the Spartans with things; with the former, there was a continual activity of the tongue; with the latter, a continual activity of the soul."

We find this training of the body and mind, that of the body first in importance and the mind second, long before the Christian era. From the earliest age of man the problem of life has been existence. The solution of this question meant primarily physical strength. Physical prowess through natural stages of evolution, gradually developed skill and cunning at the expense of muscular energy, until the present time when, if man were dependent upon mere physical strength to win bare sustenance even, he would be at a great disadvantage.

In tracing the history of the human race we discover that the brightest intellects result from that education which gives equal attention to the physical and mental life of the child. Following the same line of reading we discover in the decadence of Babylonia, Chaldea, Egypt, Greece, and Rome the physical side of man neglected for the mental—the loss of that self-control of which Dr. Hall speaks. The problem we must face, if we would avoid a fate similar to that of other nations, is to gain a fair balance between these two sides of life. Can you solve the question or aid in its solution?

Possibly objection may be made to these statements on the grounds that the average span of life has been greatly lengthened within the past fifty years. That is true but this time has been added merely because of the isolation and control of contagious diseases, the death rate from these having been decreased over fifty per cent. However, we want to learn how to avoid disease, how to gain and maintain the highest degree of fitness; for no one, aside from the bodily discomfort attendant upon sickness or failing health, cares to lose the time even though medical science should finally prove itself able to conquer any illness to which human flesh is heir.

In conversation with a superintendent of a

public school in this state a short time since, inquiry was made concerning the amount of physical training taught in the normal schools. "None," was the answer. The same reply was made to a question relative to the country and graded schools. The same answer was returned to a query with regard to such a course in cities affording a physical instructor—the principal part of the duties connected with such a position seems to be looking after sports, teaching a few exercises on bars and rings, and looking after the civic playgrounds. In answer to the question as to how many of the pupils attending his school knew how to sit or stand correctly' he replied, "None." The same reply to a question concerning the degree of ability possessed by his teachers to impart such knowledge. Yet a board of examiners had certified that these teachers were qualified to teach physiology!

In addition to these two physiological necessities to the healthy body, how is any teacher to demonstrate any of the evils of dress whose sole study of anatomy lies in the fashion plate; or whose sole standard of judgment of the proper division of the hours of the day is work, such as is necessary; recreation, as much as can be crowded in; sleep, just as little as can be used to fill out the twenty-four hours; or whose sole guide to ventilation is the thermometer?

These things should be worthy of investigation at least. Perhaps it is almost too much to expect either teacher or pupil to understand physiology as expounded by the authorized text. Remember, however, when you study or teach science, theology must not enter into your discussion. Remember also that only truth will stand the test and if you would promote any worthy cause, you must adhere strictly thereto. Children know as well as you whether their studies are planned out by a scientist or a fanatic and are very apt to go to the other extreme later in life if they discover they have been deceived in the slightest manner. It is not much wonder that the ordinary mortal will swallow with such relish the wildest theories of any chance fanatic sooner than believe the simplest facts of the scientist. Broadly speaking, physiology may be defined as the "Doctrine of Life." If you will study and teach this rather than the present nonentity, you will be able to cultivate bodies and minds so nearly normal that intemperate homilies upon intemperance will not be needed—whether that intemperance consist in food, drink, words, or



## SOME CHURCHES OF ATHENS

1. Zion Baptist Church,  
Rev. B. A. Mitchell.
2. The Christian Church,  
Rev. E. D. Murch.

3. Presbyterian Church,  
Rev. H. Marshall Thurlow, D. D.
4. St. Paul's Church,  
Rev. Father James A. Banahan.

5. M. E. Church,  
Rev. F. M. Swinehart.

work. Normal bodies do not crave or demand abnormal stimulus.

Some one is claiming that such work as instruction in standing, sitting, and breathing is the duty of the parents rather than that of the teachers. Yes, but where will the parents gain this knowledge? Or the members of the school board? Were all parents equally capable of teaching their children there would be but little use for public teachers. But we wish our children to have a better education than we had, to have stronger, more perfect bodies, hence we send them to those who specialize in the line of education. The state also has a claim upon its

children and it purposes to supervise their education in order to develop the best citizenship possible. In addition we claim we are working not so much for present as for future results, hence by proper teaching to-day we may expect to find results in later generations. Therefore in such matters you must take the lead. You must arouse public sentiment and assist in creating a public demand for the ideal education. This being done, if you have a knowledge of the fundamental principles of physical training, you can do your share in providing a sound body for the sound mind.

Some one must take the lead. You are sup-



posed to study the child—you are in a better position to distinguish between the normal and the abnormal child than the prejudiced parent—but do you know a physically or mentally normal child when you see one? You are striving for standardization in your schools but you are wasting your time. You cannot urge the average student to keep the pace set by the brightest—you cannot hold them back to that kept by the dullest. You seek a physical reason and for choice refer the dull, sluggish pupil to a med-

after a few years of exceptional work the brain is not so quick, nervous symptoms develop, the naturally frail physical system refuses to meet further demands, and—well 'tis only a step between genius and insanity. Are you culpable? Is it possible to standardize under present conditions? Do you know your physiology? Is there a crying need for reform in our educational system?

The part of the physician in this matter! Let me tell you a secret. As some one has said very truly, "Too many of us see only what we are looking for." So most physicians are so wrapt up in morbid anatomy and pathological conditions generally that they are incapable of realizing what is needed to correct a mere physical variation from the normal. This work constitutes a speciality in itself. He can help, first by relieving diseased conditions such as removing adenoids, correcting errors of refraction, etc. second; by aiding you in your educational campaign; third, by urging the enforcement of health laws of the state among which is one requiring the inspection of each school-house at least twice a year, and by insisting that the reported defects be remedied. However, the physician labors under an additional disadvantage in that nearly every one takes the point of view held by the small girl whom the family medical attendant invited to ride home as she was returning from school. In telling her mother of her ride afterward she said, "And, Mama, the doctor asked the most questions." "What did you say to him?" "Nothing; 'cause I knew that every time you talked to him he charged a dollar." Usually though you will find the physician your best friend and most useful, even though unobtrusive, assistant in this matter and his advice will be none the less valuable because, in accordance with the laws of chances, he will not "charge the dollar." Only don't try to secure his support of any fad or nonsensical belief which may at the time be raging in your community.



ATHENS COUNTY COURT HOUSE

ical examiner—through the form of calling the parent's attention to the condition of the child of course. You may be right in your surmise possibly, and an operation for adenoids or a correcting of a possible defect in the vision places the dullest pupil on an equality with his fellows. But did you ever consider the brilliant student—the "show" pupil of the class? Naturally not. No need. Lessons always perfect, a wonderful glutton for work, an exceptionally bright mind, a precocious child. However,

The questions of education, time, expense, parental and official objections now arise. Education—you are devoting your time outside of school hours to developing your abilities as a teacher, to widening the scope of your knowledge, to extending your amount of information concerning the child and its development. You wish to make yourself a more valuable teacher—a more successful one. In order to accomplish this you must, in order to achieve the best re-



ATHENS POST-OFFICE

sults, be healthy yourself. Can you attain and maintain such a state merely by the use of drugs? Can you be healthy and vigorous if you do not know how to stand and breathe correctly? You must be popular with your pupils to gain the best achievements. Can you win any such regard if you are primarily and merely an object of sympathy on account of physical defects or weaknesses? Don't you know that if you would spend five minutes a day in showing the child how and why he should stand, you would win more genuine admiration and respect than you possibly could by an eight hours' exhibition of your abilities as a Latin scholar? Your pupil doesn't care two straws for the amount of time you have spent in the study of the child, but he does appreciate and he does realize that you have mastered something that he needs, that is of use to him when you show him how to breathe correctly.

Time can be dealt with in a very easy manner. Not so very many years since, the laboring man

was compelled to work twelve hours a day and it required time and absolute demonstration to convince the employer that more and better work could be accomplished in an eight-hour day than was possible under the old system. Given, the ordinary school-room with all the windows wide open, and five minutes during each school session utilized by correct breathing exercises will accomplish better results than the usual recess period. The usual morning school session begins about 8:30 A. M., and closes at 11:30 A. M., with a fifteen minutes' recess. How much more time is lost in preparing for dismissal and in quieting down and getting ready for work afterward, you best know. Whether the usual recess with its inevitable romp, overheating, and exposure to inclement weather and over excitation of the nervous system is conducive to the best mental work, you also must judge.

Expense—none. You do not need a gymnasium. Such things as expensive apparatus are



all well enough in their way—provided your school is able to support a physical director who not only knows *how* to use the various bars, rings, ropes, vaulting horses, etc., but also *for what purposes* the use of each is designed and, last but most important of all, who possesses an intimate knowledge of the human body—a knowledge so intimate that he is able to prescribe the appropriate exercises for each pupil just as accurately as the physician is, the proper remedy for a given disease. The public school, as it exists to-day, does not need a gymnasium or any of its usual equipment. To tell the truth gymnastic apparatus, in the hands of an unskilled instructor, is almost as detrimental to the pupil as would be a lot of drugs in the hands of an ignorant but sympathetic friend to an ill and helpless man. Until you have mastered the subject of physical training leave apparatus alone just as you would strychnia as a drug. You must learn the effect of the drug as well as its use and dose. Nature and Nature's armamentarium as comprised in the possibilities of the human body are amply sufficient. The more intimate your knowledge of the body the greater the possibilities of physical development you will find in the utilization of the human frame itself and the less the need of an appeal for foreign aids.

Parental and official objections are usually easily met. Mothers, as a class, are not unreasonable. A few minutes' conversation, a little introduction to the nature of the human body and its requirements, a little demonstration of the effect of physiological exercise upon the present and future health of the child and, nine times out of ten, you have won the mothers. These being on your side, what need you fear? Mothers usually have a pretty fair amount of influence at home. Mothers can make your employment in any locality a pretty safe proposition and your stay pleasant, or the reverse. Cultivate their acquaintance. Official objection! Women have a vote on school matters in this state. It is your fault if you meet with any vital trouble so far as your school board is concerned. Such a possibility as would compel you to adopt such a political campaign is remote. Most school boards are not unreasonable, and a little demonstration of the practical utility of this question of physical development, a showing of improved mental work and bodily health will not merely quiet objections, but also create a positive demand for such work.

Although an appeal to reason is always judicious, yet after all the arguments in favor of such an extension to the course of study have been thrown aside by a "Thou shalt not" or "I will not," it is well to have a good heavy club. Some children, old as well as young, will not be good unless living under the fear of corporal punishment. Such an instrument is furnished in Section 7721 of the School Laws of the State of Ohio, which reads as follows:

"Physical training shall be included in the branches regularly to be taught in public schools in city school districts, and in all educational institutions supported wholly or in part by money received from the state. Boards of edu-

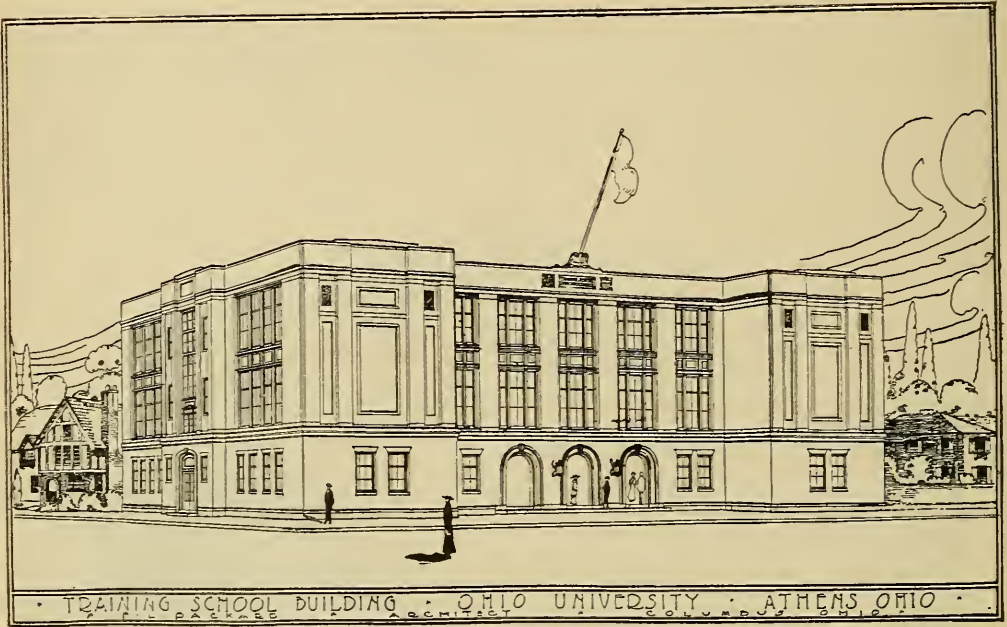


CHARLES G. MATTHEWS, Ph. M.,  
Librarian

cation of city school districts, and boards of such educational institutions must make provisions in the schools and institutions under their jurisdiction for teaching physical training, and adopt such methods as will adapt it to the capacity of pupils in the various grades therein. Other boards may make such provisions. The curriculum in all normal schools of the state shall contain a regular course on physical education." Is this a "dead letter" law?

Herbert Spencer, writing on physical education, says:

"The history of the world shows that the well-fed races have been the energetic and dominant races." And again: "The actual education of children is defective in several



particulars: in an insufficiency of food, in an insufficiency of clothing, in an insufficiency of exercise, and in an excess of mental application."

Later in the same chapter devoted to this subject in his work on "Education—Intellectual, Moral, and Physical," Spencer complains of the tendency of modern education wholly to neglect the body in striving to cultivate the mind. We are reminded that there exists a "Physical Morality" and that the preservation of health is one of mankind's chief duties. He also urges a preference of play and spontaneous exercise over gymnastics.

Did you ever notice how few teachers exercised any personal interest or supervision over the children's recess games beyond merely seeing that no battles other than those of words occurred? Does one teacher in a hundred or in a thousand ever utilize the child's games in teaching sportsmanship? Did you ever see one instilling into the youthful mind the principle that, after all is said, the game is the thing and the winning or losing is merely incidental? Is the child ever taught that fairness and honor must prevail in sport and play? Talk about mental training! By the utilization of a proper, unobtrusive supervision along these lines, a game of marbles

would prove more conducive to good citizenship and honest, upright government than all the algebra and Latin taught in any of our high schools or colleges. Men will neglect and forget the theoretical, altruistic doctrines absorbed in the course of his education, but the spirit of sportsmanship, fairness, the playing of the game for the sake of the game, gained on the ball field will rule his conduct in business, at the polls, in official and private life. Besides this method of teaching ethics has a double advantage in that the physical side is cultivated as well as the moral.

In a recent publication, Dr. Havelock Ellis states:

"We have been expending enormous enthusiasm, labor and money in improving the conditions of life, with the notion in our heads that we should thereby be improving life itself, and after seventy years we find no convincing proof that the quality of our people is one whit better than it was when, for a large part, they lived in filth, bred at random, soaked themselves in alcohol, and took no thought of the morrow. Our boasted social reform, we are thus tempted to think, has been a matter of bricks and mortar—a piling up of hospitals, asylums, prisons, and workhouses—while our comparatively sober habits may



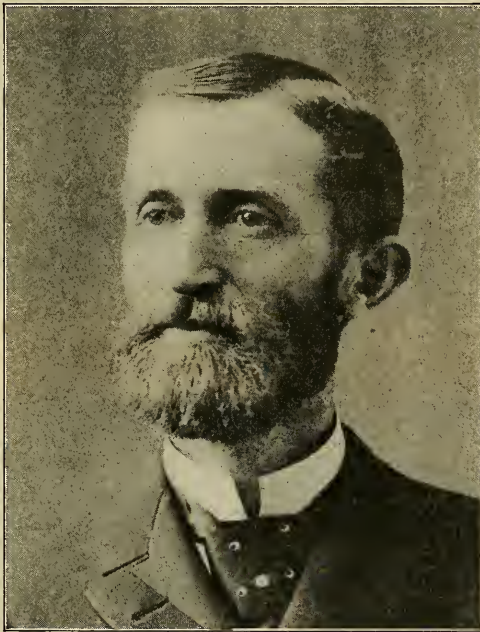
be merely a sign of the quietly valetudinarian way of life imposed on a race which no longer possesses the stamina to withstand excess."

Later in the same volume, Dr. Ellis draws the distinction between the unemployed and the unemployable, and states that while we are making the way smooth for the fit, we are in a greater degree making it very pleasant for the unfit and making it very possible and easy for them to compete with the fit.

Some objection may be made to this judg-

other than a deleterious effect upon the human race. Social, charitable, philanthropical, and penal institutions have so far failed to remedy these evils. Our schools and colleges, as they now exist, do not seem to be accomplishing much toward bringing about the desired results.

Doubtless not all of us would agree with all of Dr. Ellis's conclusions—any reform requires time in which to mold public sentiment—but we can lessen the number of physically unfit, unemployable, by a little early attention



**MR. J. D. BROWN**

**Of Athens, Ohio, who makes an annual gift of \$100  
for Prizes in Oratory**

ment that we don't begin soon enough. Granted. That is the very point we are trying to make. We cannot help what has been done in the past, but we can remedy defects as we discover them. We can begin with the child and not delay reform until manhood, with its fixed habits, is reached. The original mistake would seem to lie in our educational system—those two words cover a "multitude of sins" and time is too short to qualify them, suffice it to say that they cover everything and still I maintain that it is all wrong. The physically and mentally unfit can never have

to the bodily needs of the child and thus increase our success as teachers, lessen possible burdens on the state, reduce the total of physical suffering and incapacity, and aid in the social regeneration of the race.

Intemperance—be it in the form of social dissipation; dress; hours of recreation; work or sleep; the cultivation of physical or mental powers; or in any other guise—must be paid for. Nature tolerates nothing useless and just as soon as any part of the body is left without demanding the fulfillment of its proper functions, through the process of evolution it disappears.



THE HOCKING RIVER



THE OLD SWIMMING HOLE



## BOOKS THE UNDERGRADUATE SHOULD KNOW

### A List of "Fifty Best Books."

By Edwin Watts Chubb, Litt. D.  
Athens, Ohio.

On a recent June morning while we were chatting in the bachelor apartments of three Harvard graduates who were continuing their technical studies in the graduate school of their Alma Mater, one of them turned to me, as I was replacing a volume of Pater on the shelf, with the request that if I ever made out a list of books that "a fellow ought to read," I should be sure to send him the list. I have now made out such a list and while sending it to him I have concluded to give others the opportunity to see it and possibly welcome its suggestions.

Of course, one might suppose that a college graduate would know what to read, but in these days when the greater part of a college schedule consists of subjects like pomology and the dairy industry, interspersed with electrical engineering and veterinary surgery, why should a college graduate know what to read? My young friend had specialized in architecture for five years, and consequently, I imagine, when he found himself at a modern Boston tea party *tete-a-tete* with a vivacious and attractive Radcliffe girl, he felt the paltriness of technical lore and the value of mere literature.

Anyone who aspires to general culture should know the books on my short list. I hesitate to call the list, "The Fifty Best Books," because there are no fifty best books. Yet such a title has its advantages, as it serves as a challenge, a provocative. But the list is not for the professional critic, nor for the "old reader." It is primarily for the high school student, for the college undergraduate who needs guidance. Besides, I believe there are thousands of young men and women who have never gone to college who will welcome a suggestion such as I am now making. Since I began this article I have received a request from the far-off Pacific coast from friends who are sojourning there in quest of health. "We have plenty of leisure," so runs the letter, "and we have been reading the current fiction until we are tired of it. Can you send us a list of the best things? We inquired of the public library for such a list, but we could not get one."

That request comes from a man and a woman who are past two score in years. They have never taken a college course. I wish I had frequent requests from college students whom I teach year after year. No one knows better than the teacher of literature the lack of literary culture among our present generation of college students. The cry goes forth that a generation or more ago when there were no teachers of English composition, no teachers of literature, there was more literary atmosphere in college halls than to-day when our greater universities have twenty-five or more teachers giving instruction in English. In this discussion it is usually forgotten that at present all classes and conditions are in college studying all classes and conditions of subjects, while years ago the students who were studying the Latin and Greek classics came from families whose reading covered a wider field than of the "yellow journal." For my part, I should be willing to dispense with all instruction in English, both in Rhetoric and Literature, if in its stead I could have the assurance that each student during his four years of college life would give thirty minutes a day to the unhurried reading of my fifty books. That would give him fifteen hours to each book. Some of them, like the *Bible*, *Shakespeare*, and *The Divine Comedy*, might require more than fifteen hours, but others would take fewer. Its a slow reader who cannot read the *Rubaiyat* in an hour.

My list is a short one; it were an easy matter to add fifty more. While it is largely based on individual preference, that preference has been influenced by the judgment of the literary critics of the past. It is just such a list as I now wish some one had handed to me when I, a boy of sixteen, was reading omnivorously and continuously. Great works of science like Darwin's *Origin of Species* and histories like Green's *Short History of the English People* are not included, because I have in mind pure literature, not histories and scientific works. My list is largely made up of fiction and poetry, because fiction and poetry make up the greater part of literature. The editor of one of our oldest and most literary magazines writes of a list that I submitted for his criticism, "I notice that you have included a number of novels. These I started to strike out, but you are well within your rights in maintaining that a certain proportion of fiction—not too large—forms an integral portion of your scheme." "Rather ar-



UNIVERSITY TERRACE, ATHENS, OHIO

chaic," was the curt comment of an amiable youth just out of college, when I showed him the list. He wanted me to put in Arnold Bennett, and Bernard Shaw, and Singe. Then I quoted the inscription that I once read on the walls of the dome of the National Gallery in London,—“The works of those who have stood the test of ages have a claim to that respect and veneration to which no modern can pretend.”

It will be noticed that the fifty titles represent fifty different authors. I do not mean to say that one should read but one book by Hawthorne, and Balzac, and Tolstoy, and Dickens, and Scott, and Thackeray, and Carlyle, and Browning. But I do say that the general reader ought to read one at least, and I have selected the one he ought to read. The appetite grows by what it feeds on. How can any one, especially if about sixteen years of age, finish *Ivanhoe* without taking up *The Talisman* or *Rob Roy*?

I know it is a parlous feat to rush into print with such a list as I have made. We have not forgotten the criticism the famous ex-president of an old university received a few years ago when he published his list. One of the most charitable critics of his list wrote,—“We cannot

deny that the list as presented seems to us most mysteriously made up.” While a more hostile critic said that the list contained a hodge-podge of material much of which was chosen by caprice; that the intellectuality of one who based his reading on that list would be as striped as a zebra. I cannot hope that my list will attract such fire from the critic. In the first place, the light that beats upon my throne is of such low candle power that not even is “darkness visible;” and in the second place, I fear my list is not sufficiently bizarre to arouse the ire of the critic. Let me forestall some criticism by saying that in a few weeks I should likely change the list myself, but I doubt that I should revise it according to the notion of any one particular critic.

I have said that the list is one of personal preference, but this statement needs qualification. To avoid too much of the personal equation I sent my original list to a number of editors of newspapers and magazines, and to professors of literature in some of our universities. I asked them to strike out ten titles and to substitute what they considered ten better ones. I have before me now about twenty replies from men whose opinion I value. These replies





**SOUTH COLLEGE STREET, ATHENS, OHIO**



**PARK PLACE, ATHENS, OHIO**



**THE HOCK-HOCKING RIVER AS SEEN FROM THE SOUTH BRIDGE**



**A RIVER SCENE**





THE HOCK-HOCKING RIVER NEAR ATHENS

have led me to make fourteen changes on my original list. I refrain from naming the men because it would not be fair to them to credit or charge them with the responsibility of the fifty titles.

"I have been glad to see your list and I think it is an excellent one," writes a professor of literature from one of our large universities in the West. Such an answer, of course, pleased me, but I must confess to just as much pleasure in the brief note sent by the busy editor of one of our prominent weekly magazines,— "A selection like that of the fifty best books is necessarily a matter of personal preference and in such a case surely the opinion of a college professor is superior to that of a mere editor." In view of the awe in which we college professors regard the editors of literary magazines, this is delicious irony. A more distinguished literary editor and critic than the last quoted writes not in irony but in modesty that ought to rebuke my temerity,— "Your list of what you call 'Fifty Best Books' is interesting to me as I run over the titles, but I confess I have no classification of literature which would enable me to offer an amendment."

A distinguished man who ranks high as a poet and critic, and who at one time served from a

professor's chair, writes understandingly,— "Your list is a practical one for the purpose you have in view. . . I could easily sacrifice Franklin, Thoreau, and Boswell; but I refrain." In similar spirit writes another who is both author and professor,— "it seems to me on the whole as satisfactory as such a list could be expected to be." These men have caught the meaning of my list. It is not for literary experts, nor have I attempted a list of books that are a compendium of the wisdom of the ages. When a man whose critical essays on English literature I have read with the greatest respect and admiration tells me that he has no classification of literature that enables him to offer an amendment to my list, I know I ought to be humbled. But I have a feeling that he can not know, as does the teacher, the need of the high school and college student for guidance in his reading.

Although there are eleven titles from American literature I do not mean to imply that American literature deserves that much space in a short list. I mean that it deserves that much space for the American reader. By the insertion of the *Golden Treasury* I have been enabled to include the lyrics and songs of Wordsworth, Coleridge, Gray, Keats, and Burns in a single book.



A VIEW IN THE STATE HOSPITAL PARK



LAKE SCENE ON THE STATE HOSPITAL GROUNDS, ATHENS, OHIO



## The 50 Books.

*Foreign—*

The Arabian Nights  
 Plutarch's Lives  
 Don Quixote  
 Les Miserables  
 Aeschylus (2 Plays)  
 Sophocles (2 Plays)  
 Plato's Apology and the Phaedo  
 The Divine Comedy  
 The Iliad  
 Faust  
 The Bible  
 The Rubaiyat  
 Moliere (2 Plays)  
 Balzac's Pere Goriot  
 Anna Karenina

*American—*

Longfellow's Poems  
 Franklin's Autobiography  
 The Sketch Book  
 The Last of the Mohicans  
 Lincoln's Speeches and Writings (Selections)  
 Huckleberry Finn  
 Walt Whitman  
 Poe's Tales and Poems  
 Thoreau's Walden  
 Emerson's Essays  
 The Scarlet Letter

*British—*

The Prolog-Chaucer  
 The Fairie Queene  
 Shakspeare  
 Paradise Lost  
 Pilgrim's Progress  
 Gulliver's Travels  
 David Copperfield  
 Robinson Crusoe  
 Ivanhoe  
 Confessions of an English Opium Eater  
 Tom Jones  
 Vicar of Wakefield  
 Sartor Resartus  
 Essays of Elia  
 Pippa Passes  
 Palgrave's Golden Treasury  
 Vanity Fair  
 Boswell's Johnson  
 Adam Bede  
 Ordeal of Richard Feverel  
 In Memoriam and the Idylls  
 Shelley's Prometheus Unbound  
 Byron's Childe Harold  
 The Jungle Book and Plain Tales

## SOME ELEMENTS OF LEADERSHIP

Professor Atkinson

Leadership in the early days of engineering—a very few years since—consisted mainly of self-sacrifice and the boldness to undertake that of which one was absolutely ignorant. It was necessary that people of this character could be found; for how else was the rapidly growing demand for men to be met? There were no educated engineers, nor were there any suitable courses offered to them. However, the necessity for better leaders, because of their more extensive knowledge and better special training, soon manifested itself. Colleges began to offer engineering courses, crude at first, but satisfactory under the circumstances. These were usually short, containing only those subjects thought to be immediately useful to the engineer. No other kind would have been patronized anyhow. Later when these were expanded to full degree courses, as they now stand, of equal rank, both as to admission requirements and content of work, with the best of the other courses, they became more and more technical. Most of the general work was gradually eliminated, or else made little of. This condition has now prevailed for several years.

The question has now arisen, and will not down, whether after all this more or less highly specialized form of course produces the best quality of leadership. In fact a reaction is beginning to be felt demanding a greater flexibility of course, and if possible its closer adaptation to the every-day life of the engineer and citizen. This is due to several causes. One of the principal causes is the demand coming from the engineers themselves. As the profession grows older, greater and greater competition arises among those aspiring to leadership, and the modern leader must out-distance his older competitor. So far as any change in his educational preparation will enable him to do this, he demands that such change be made. The excessive self-confidence that prevailed at first must be replaced by the knowledge that gives a basis for confidence, and by the clear head to use this knowledge logically and effectively. Real and superior merit is the only winning card to-day. Colleges themselves, though very conservative institutions, are waking up to those conditions which, if heeded, promise the greater efficiency of their product and therefore will rebound to their own greater



VIEW FROM THE COMMERCIAL COLLEGE ROOMS

honor. Perhaps competition among such institutions, now that they are quite numerous, accounts partly for their more willing attitude. Manufacturers and other employers of engineers of various grades are now selecting the best men, from whatever college or from whatever course. The selection does not always favor the men from the highly specialized courses. Indeed some of the very best electrical engineers have come out of the general scientific and even the classical courses. Mr. C. F. Scott, formerly consulting engineer of the Westinghouse Electric & Manufacturing Co., personally explained to the writer that it is largely a matter of indifference to his Company whether the men employed have an engineering degree. What they do want is high-class, broad-minded men, preferably with the B. S. degree, other things being equal.

What, therefore, are the qualities out of which leadership is made? Thorndyke says, "It is wasteful to attempt to create and folly to pretend to create capacities and interests which are assured or denied to an individual before he is born. The environment acts for the most part not as a creative force, but as a

stimulating and selective force." And this is consistent with the present view of the correct principles of education. Not every young man aspiring to become a prominent engineer has in him the foundation elements of character, like persistence, attentive application of the mind to details, initiative, self-reliance, capacity for continuous study and hard work, both in college and afterwards, upon which the superstructure of leadership can be built—too often not even the foundation for a scanty living. Let us then concede that there must be those inborn original traits essential to greatness, or even to ordinary success, in any profession.

We would next inquire what essential environment in the form of education and the training of these inherited traits for active service becomes necessary? Some firms, even in these modern days, require or prefer men who have come up through similar works as apprentices. College trained men seem to them to be inferior and poorly qualified for leadership. This method of preparation, however, is very narrowing. It gives no breadth of vision, no knowledge of the correlation of the principles underlying their





**FOUNTAIN IN FRONT OF STATE HOSPITAL**



**SPRING IN STATE HOSPITAL PARK**



A SCENE IN THE STATE HOSPITAL PARK

profession with those of other sciences or their industrial applications. It gives no mental equipment to originate new methods, or to meet successfully new or unusual conditions, or generally to advance the state of their practiced art. If these men are right, then the idea behind all modern education is all wrong. Dr. Samuel Sheldon states in the April, 1911, Proceedings of the American Institute of Electrical Engineers, that 98 out of the Institute's 546 full members are listed in "Who's Who;" that on this basis of notability the per cent. of leaders is something over 16 $\frac{2}{3}$ . Of these 98, 19 have no degree, though 11 of the 19 have had more or less college work. There are 42 who have one degree, 14 of whom have taken some post-graduate work; 21 have two degrees; 10 have three; 4 have four; and 2 have five degrees. According to this report only 8 out of the 98 supposed leaders mentioned never went to college; that is, about 8 per cent. In other words, 92 per cent. of the leaders in the American Institute of Electrical Engineers have been college trained. Further, the fact that the great majority of manufacturers and other employers of superintendents, managers, engineers, and other technical men favor the college graduate, establishes the consensus of

the proper opinion on this question. We may therefore safely grant, in the second place, that leadership implies a college education.

It has already been suggested that the highly technical courses have not always, nor even chiefly, produced the leaders. In fact the general opinion is now gaining prevalence that better results are being secured from the more general courses. Educators even in the technical schools and technical departments of the universities are coming to recognize that it is very desirable that students acquire some knowledge of all fields of human achievement, while paying most attention to their most chosen line of work. Harvard has arranged her courses in four general groups, as follows:

1. Language, Literature, Fine Arts, Music.
2. Natural and Physical Sciences.
3. History, Political and Social Sciences.
4. Philosophy and Mathematics.

It is required that "every student shall distribute at least six of his courses among the three general groups in which his chief work does not lie" and "he shall not count for purposes of distribution more than two courses which are also listed in the group in which his main work lies." Heretofore the education of the engineer





**A VIEW IN THE STATE HOSPITAL PARK**



**LOVERS' LANE, STATE HOSPITAL PARK**



A VIEW IN THE STATE HOSPITAL PARK

has been from such courses as are contained in groups 2 and 4 which give him a knowledge of things and of his thinking self, but leave him ignorant of the thought and action of man and men. "Such ignorance is fatal to leadership, for the very word implies a man to lead and men to follow." Ease of oral expression and clear, forcible written English will give the engineer a wide influence among his fellows and distinguish him as a leader in the minds of others. Some one has explained that to present a plan skillfully, forcibly to advocate a reform, logically to defend a position assumed, or even gracefully to respond to a toast, will contribute greatly to any man's success. It would therefore appear that courses selected from groups 1 and 3 of the Harvard list are very essential.

It seems, therefore, that a different system of admission of students should be devised; based, if possible, on the necessary inherited traits, supplemented by such a high-school course as would give the student the proper foundation for his college work. For in the engineering, as well as in most other classes, the presence of those not at all adapted to the work they are trying to do, and who are probably marked for failures from the very start, is a serious handi-

cap to the others who are able to succeed. It is not necessary nor even desirable that every boy or girl go to college. Many who have such ambitions, or whose parents think they should have, thus are led out of their proper sphere. After floundering about awhile, sometimes being permitted to finish a course by sufferance, or out of sympathy, having lost their bearings, they grow discouraged, soured on life, and make miserable failures in the end. Of course we must adjust our courses, whether high-school, college, or university, to meet the conditions of advancing civilization. But certainly not in the sense of modifying them to meet the deficiencies and inabilities of all applicants for admission to them. It is a false and dangerous idea that entrance requirements to any course should be made so easy that anybody can be admitted. And it is a disgrace to any institution, after some are admitted, to feel obliged to "pull them through" at all hazards. Such action lowers the dignity and reputation of the institution, sets up false ideals and standards of education, and does a positive and irreparable injury to the student himself.

After being properly admitted, a greater range of subjects must be required of engineers, as well





VIEW IN STATE HOSPITAL PARK

as of others even if the time heretofore devoted to special topics has to be shortened. Language, literature, history, and economics offer "very complete and definite intellectual material" with which to round out a course naturally rich in mathematics and the physical sciences. The simultaneous pursuit of both phases of the work has many advantages, though it would still be satisfactory should the liberal arts work precede, or even follow, the engineering studies. Such an arrangement would reduce the criticisms about the so-called lack of adjustment of the college to the conditions of American life. On the other hand there is not half the ground for the criticisms, either of the lack of coordination of the college with the high school on the one hand, or with the affairs of practical life on the other, as the recent effusions of some of the chronic croakers would have us believe.

Ohio University has always been in the forefront of those ready to adopt what good sense and expert opinion suggest, both in its admission rules and in its courses of study. Its engineering departments are no exception to this general attitude. These require fifteen units of properly selected work for admission. About half the work necessary to complete a four-year

course, one hundred and twenty semester hours, is made up of a proper selection from the departments of literature, history, economics, modern languages, etc. The other half is composed of the physical sciences, mathematics, and the engineering studies. This constitutes an ideal education both for the engineer and citizen, and leads to the degree of Bachelor of Science. For those who feel unable to attend college longer, there are the two-year courses in both electrical and civil engineering leading to a diploma, and giving the student a foundation for practical work as an operator, engineer, electrician, inspector, or superintendent. It is so arranged that after its completion, the student may continue two more years, completing the general arts work laid down, and receive his degree of B. S.

#### DR. MERCER ADDRESSES THE OHIO ACADEMY OF SCIENCE.

The Ohio Academy of Science held its last annual meeting at Columbus, O. The following is an abstract of the paper presented at this meeting by Dr. Mercer, in which he set forth his own theory of evolution:



THE 'OLD BEECH' AND ITS ENVIRONS



Within the last few years the natural sciences have taken a new impetus in the lines of research. Subjects have been attacked from altogether different points of view. Great strides have been made in the solution of the problems that have taxed the best minds in the past half century. Most of the hard work has been done and a great advance has been made towards the solution of the absorbing question of heredity.

The theories of Darwin, Lamarck, Weismann, Mendel, and DeVries were compared and the strength and weakness of each brought out. To show that they all had truth, Dr. Mercer gave his own theory, and showed how Darwinism might account for mutations as advanced by Mendel. It was shown that the basis for evolution is physiological function rather than anatomical structure, that is, there is a deeper foundation than the mere outward appearance in variation. There may be a slight physiological change brought about in some way, not strong enough to make its appearance in an anatomical variation, but enough, if augmented for several generations, finally to break out in an anatomical variation and if the variation is of use, to aid the animal or plant in its fight for existence. Then the chances are that this form will survive. Thus the slight variation of Darwin may become a mutation of Mendel.

An acquired character is defined as any change brought about in any way to make a descendant different from its parents. The paper goes on to show from literature and experiment that it is possible to inherit an acquired character notwithstanding the denial of Weismann. Many experiments were outlined and much literature was cited to show the generalized character of the egg in inheritance. There is no particular thing or substance to carry the inherited qualities, but the cell is generalized and only begins to differentiate and specialize after it begins to develop into the embryo.

In conclusion the interest in the subject of inheritance will never abate. It will be seen that we do not inherit things biologically as we do property in houses and lands but do inherit tendencies and forces which are placed somewhat under our control. Acquired characters are not things. If so an educated father could simply will his son his education and the son would be educated without any effort on his part. The study of heredity leads us into the most subtle aspects of life which are the foundations ultimately of the civilization of the human race.

## DR. CHRISMAN DELIVERS AN ADDRESS

(Extract from a paper read by Dr. Chrisman on "Paidology, the Science of the Child" before the section of philosophy, psychology, and education of the Ohio College Association at the last annual meeting held at Columbus, Ohio.)

During his first year in Clark University, the author became impressed with the need of the scientific study of children and especially the bringing of children into the laboratory for study for he found that no such work was being done at that time anywhere in the world. These ideas kept with him until one day in 1893 there came suddenly before him the word and idea paidology, and from that time to the present he has kept working at this science, having written his thesis upon it for a doctorate at the University of Jena and offered courses in it during his five years in the Kansas State Normal School and his ten years in Ohio University.

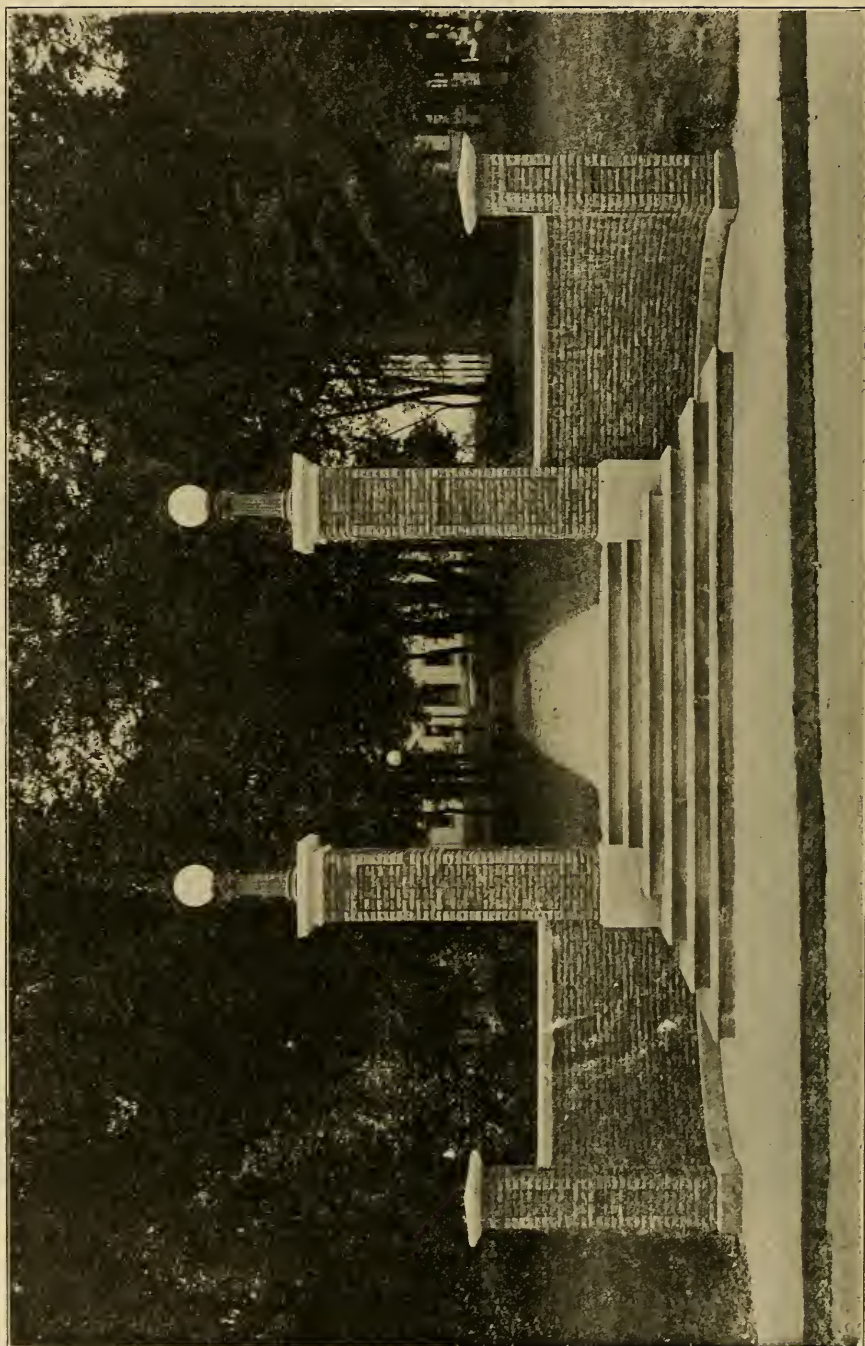
The work in paidology at Ohio University is carried on along four lines; class, laboratory, field, and visitation. In the class work three years are offered with courses designated prenatality, infancy, childhood, boygirlhood, adolescence, paidometry, uncivilized child, historical child, abnormal child. In the laboratory work, outlines with topics, directions, and references are used and children are brought into the laboratory to be studied. In the field work, outlines similar to those for the laboratory are arranged to prepare for the observation and study of children wherever they may be found. The class in abnormal paidology and the class in abnormal psychology each spring visit about a dozen institutions over the State and make observations and studies.

As far as the author knows, he was the first to suggest that the study of children be made a separate department of work, giving it the name of paidology, the science of the child, and the first to bring children into the laboratory for scientific study and to prepare an outline for such work.

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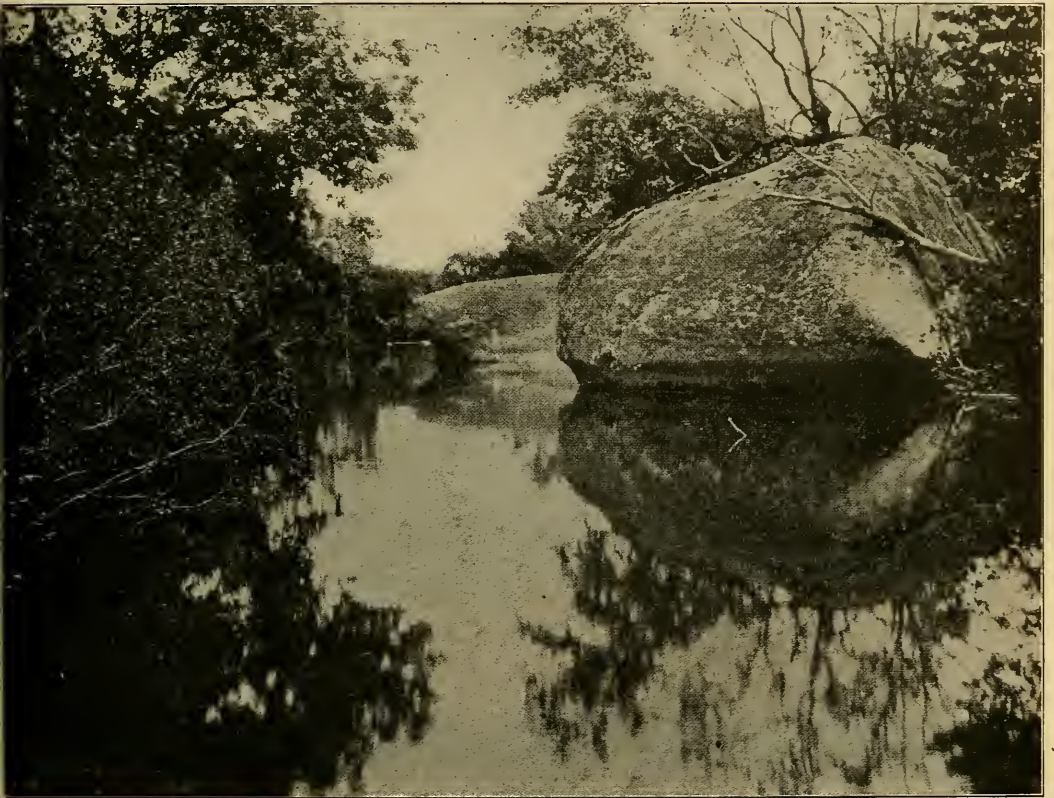
## CLASS-DAY EXERCISES GIVEN ON CAMPUS

A large crowd of their relatives and friends gathered on the campus this morning at 9:30 to listen to the Class-Day exercises of the Class of 1912, and to witness the unveiling of the beautiful new entrance gateway presented to Ohio University by that class.



GATEWAY PRESENTED BY THE CLASS OF 1912





SCENIC VIEW NEAR ATHENS

A platform had been placed in the shade made by the grove of historic trees at the north-east corner of the campus, and around this were grouped the Senior class in cap and gown, together with the class professor, C. M. Copeland, and friends of the graduates.

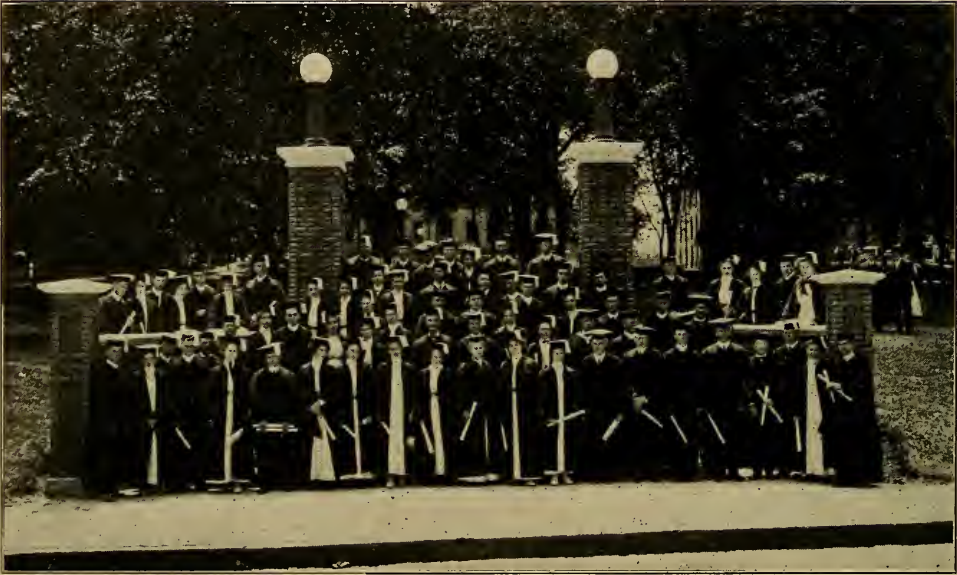
C. E. Stailey delivered the salutatory, it being an admirable address. Mr. Stailey said in part:

"It is with sorrow and misgivings that I try to talk to you this morning. Sorrow at the thought of parting from all of you, and misgivings as to what may be in store for us in the future. But, looking upon the happy faces present here before me, I realize it is no time for 'blue' talk. I feel that success has crowned our efforts of the past four years, and that we must take our places where our mental equipment best entitles us to stand. We are going out into the cold world, where some of us will sink to oblivion. . .

"What are we to expect of a college graduate? What will be our attitudes when we face the world? We have learned the pace of progress is swift and terrible. If we fall behind, we are called reactionaries. If we forge ahead we are called reformers. . . . While I am talking of what we have accomplished we must not forget the sacrifices made by our fathers and mothers in order that we might advance."

Mr. Stailey urged the class to continued effort with the hope that when they met again for their first reunion, in 1915, they would have established a record of which they might be proud.

Miss Bessie M. Gorslene followed, reading the class poem, written by her. This was a beautiful production, full of high and noble thoughts, and was listened to with rapt attention. The poem follows:



SENIOR CLASS AT THE GATEWAY

## CLASS POEM

By Bessie M. Gorslene, '12.

Ohio-land is gemmed with colleges and schools,  
 Where sturdy youth is taught by manhood's rules,  
 Cornelia-like she shows her precious jewels,  
 And with honest pride thrills.

Long years ago the strong frontiersmen came  
 To build a seat where youth might dream of fame;  
 They stopped beside a stream of Indian name.  
 Midst green encircling hills.

Who hath not climbed those hills ere day is gone  
 From out the west, or when the happy dawn  
 Has brushed with rosy finger mead and lawn,  
 And called our college fair?

And said so low that only God could hear,  
 "O grant to me some simple sheaf or ear,  
 Garnered though it be with smile or tear,  
 That I may to her bear."

The learned ones who woke the joy to learn  
 For learning's sake, and some high aim discern,  
 Till Athena's shrine for truth began to burn,  
 And thoughts for censers swung.

The friendships formed that will outlive the hour,

To blossom in our lives like meadow-flower,  
 And yield for aye their rare transforming power,

We would not leave unsung.

Nor dream nor pleasure would we serve alone  
 And prove to duty and to deed a stone,  
 But bless our fellows by some service done  
 For truth and and honest right.

If we have power, speak for the soul oppressed,  
 If wealth, help, succor the distressed;  
 If wisdom, lead the yearning and depressed,  
 That cry from out their night.

Like them who to the shrine at Mecca pray,  
 Look to the East for the triumphant day,  
 But with a living hope help point the way  
 That leads to love and light.

C. M. Copeland, the class professor, in an address full of references to the work done by the Class of 1912, spoke of his selection as class professor as giving him great pleasure, and that he considered it no small honor.

"It has given me an opportunity," said Prof. Copeland, "to become better acquainted with the Class of 1912 than would have been possible in any other manner. I have seen sacrifices made





**CLASS IN AGRICULTURE ON A VIST TO CARPENTER EXPERIMENTAL FARM, JUNE 29th.**



**DINNER—CARPENTER EXPERIMENT FARM, JUNE 29th.**



CLASS IN AGRICULTURE STUDYING BLISTER CANCKER, THE WORST APPLE DISEASE  
IN SOUTHERN OHIO

by some that they might graduate, which was their ambition."

Prof. Copeland called attention to the fact that in years the members of the class were no longer children, and that they attended college and finished the courses because of their own ambition to do so, and not because they were compelled. Many he said, had earned their own way while in college, and had succeeded through ambition and honest work.

"They came to this college because in their opinion it is a good school; and I feel they will honor in the future years the school that honored them."

Prof. Copeland said the class, notwithstanding their high positions as scholars had not lived a secluded life while in college, but on the contrary, had entered into college activities, and that they would carry with them the benefits and influences of these activities. He said the record of the class was a strong and good one. That it was the first class failing to ask to be excused from final examinations, "and," he added, "they were not."

"You will make mistakes," he continued, "but consider them your best teachers. In conclusion may God bless you."

The valedictorian, Caroline Mary Ella Buch,

followed Prof. Copeland. She said she considered it an honor to be chosen to address them, and, while she "felt joy at having graduated, it was tempered with sadness at the severing of friendships, which would necessarily follow."

Miss Buch, in behalf of the class, thanked President Ellis, extending their "tender and sincere gratitude," saying that, though she "realized how impossible it was for him to give each one personal attention, he had been their true friend and advisor," and concluded by expressing the wish that Dr. Ellis would "long be spared to direct the affairs of our *alma mater*."

She thanked the Faculty for their kindness to the Class of 1912, saying, "We passed through the different courses with a growing respect for you, and we thank you for the sacrifices you have made for us, and now, in the name of my class, farewell".

In a few well-chosen words Mr. Harry Ride-nour surrendered the keys of O. U. to the junior class. He spoke of these same keys having been handed down to the various classes since the days of Thomas Ewing. He took each key and called attention to the purpose for which it should be used. One large key, he said, was proportionate to the size of one's pocket when landing at O. U. "And (holding up a key of





A VISIT TO THE HENRY APPLE ORCHARD, JULY 6th.

very small size) this fits the pocket when one leaves."

"This smooth key is used to 'work' the faculty, and, as you see, has been worn very smooth." One other key guarded the traditions of O. U., and was rusting, showing these traditions had not been tampered with.

Mr. Lewis Miller, speaking for the Class of 1913 said it looked to him as though the "faculty key" had been overworked already, and that his class would make no use of it, but he was sure the one to the tradition strong box would be well guarded.

The program was concluded by the singing of the "Class Song," the words of which were written by Miss Gorslene. It follows:

### CLASS SONG, 1912

By Bessie M. Gorslene.

(Tune: "Battle Hymn of the Republic.")

To the world's unconquered battles we are  
marching forth to-day.  
With a song for every conflict and a smile for  
every fray.  
O the Class of '12 is marching, marching gaily  
on its way,  
Our class is marching on.

### CHORUS.

Onward, onward, ever onward; hope and faith  
our hearts imbue.  
Onward, onward, ever onward, the pride of old  
O. U.  
'Mid the glory of the elm and of the oak and  
beech tree tall,  
In each well-remembered class room of Ewing's  
stately hall,  
We have dreamed of high endeavor, heard the  
words of wisdom fall,  
While we were marching on.

### CHORUS.

Equipped with youth and ardor, and with pur-  
pose high and grand;  
For Truth and Honor ever in the battle-field  
we'll stand,  
And we'll fight each battle royally with firm,  
unfaltering hand,  
While we are marching on.

### CHORUS.

Let us sing in stirring measures of the deeds  
that we shall do,  
And the glory that is waiting our loved Alma  
Mater, too,  
And hold our highest visions until all our  
dreams come true,  
While we are marching on.

### CHORUS.



THE CLASS IN HORTICULTURE AMONG THE APPLE TREES

Immediately following these exercises the unveiling of the new entrance gateway occurred. The Seniors, followed by the crowd of spectators, moved to the side of this beautiful memorial, which was presented to O. U. by the Class of 1912.

The presentation was made by Mr. Harold Elson, 1912, in a neat speech, asking that the memorial be accepted as a token of their love for Ohio University.

This was followed by the unveiling of the gateway, by Miss Gertrude O'Connor. Dr. Elson, speaking for Ohio University, its President, Faculty, and Trustees, said in part:

"When I was asked to make the speech of acceptance I at first declined, feeling my family was already well represented on the program. Dr. Ellis however, would not take *no* for an answer, so I came.

"I will make no attempts at high flights of oratory or sallies of wit, fearing to o'ershadow the speech of that useful member of the Class of 1912 and of my family, my son."

In a very eloquent talk Dr. Elson advised the class as to the future, declaring they would find life one continual battle, not against their fellowmen, necessarily, but for existence."

He thanked the class for the beautiful memorial and for the feeling they bore toward the

President, Faculty, and Trustees, and ended by asking God's blessing upon them.

This ended one of the prettiest commencement exercises of commencement week, and the manner in which every thing was conducted should be a source of pride and satisfaction to the Class of 1912.—*Athens Messenger*, June 12, 1912.

#### DAYS AT O. U. ARE RECALLED

##### Last Chapel Exercises of Year Devoted to Reminiscences by Graduates

The last chapel exercises of the college year, held on the morning of June 11th, in the Auditorium at 10 o'clock, were presided over by Alumni Secretary Martzloff, the principal speakers being "old grads." Prof. D. J. Evans read the First Psalm and was followed by Prof. W. W. Gist, who pronounced the invocation. This was followed by the Girls' Glee Club which sang a selection, "Estudiantina."

Prof. Martzloff in a short talk congratulated the student body and the alumni on the large attendance. "An institution must have some sentiment," said Prof. Martzloff. "That sentiment does exist in the hearts of the O. U. alumni is evidenced each year by the large representation of that body at commencement.





**ELIZABETH H. BOHN**  
Principal of the School of Domestic  
Science



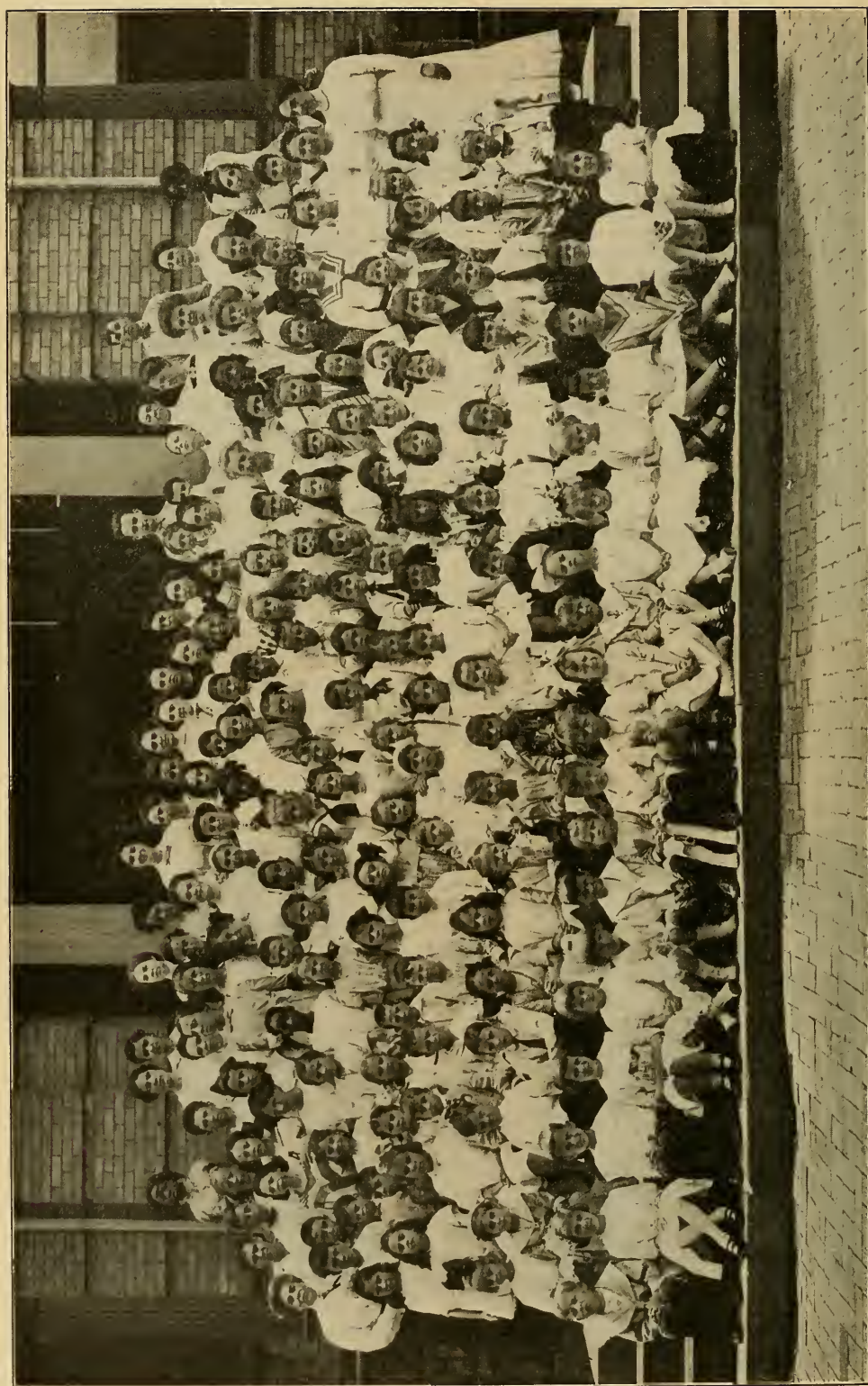
**HELEN HOAG**  
Instructor in Domestic Science



**ARTHUR W. HINAMAN**  
Instructor in Civil Engineering and  
Director of Outdoor Athletics



**C. M. DOUTHITT, M. D.,**  
Director of Indoor Athletics



TRAINING SCHOOL



"In my work as Alumni Secretary I have had occasion to look up the history of O. U. to a considerable extent and pages are opened to me dealing with its pioneer days. It has had national significance. One page shows the close relationship of the Old Dominion to O. U. One old student living in Charleston, W. Va., said to me the influence that came from the walls of old O. U. had been felt in the history of the 'Old Dominion.' Out of the fourteen signers of the constitution of the state of West Virginia, eleven had been students at Ohio University."

At the invitation of the Alumni Secretary the Class of 1862—the semi-centennial class—took seats upon the stage, there being four present, Dr. W. H. Scott, J. B. Clayton, Jefferson Booth, and Prof. John L. Hatfield.

Speaking for the Class of 1912, in answer to Prof. Martzloff's question, "Is the Class of 1912 going to be as loyal fifty years hence as the Class of 1862"? J. H. Comstock said: "Our first opportunity will be given us in 1915 when the O. U. centennial celebration is held and we hope to show at that time that we can be as loyal."

Following Mr. Comstock's talk the Class of 1912 sang "Back in 1915" to the tune of Dixie. This class is the largest graduating in the history of Ohio University. In this connection Mr. Martzloff said, "While we are speaking of the increase in the alumni each year, we must bear in mind the depletion by death of this same body." Here followed the names of those dying recently, the list including: W. F. Boyd, 1866, Mabel Wickham Place, 1901, Cyrus O. French, 1867, Cruger W. Smith, 1867, Thos. Blackstone, 1871, and Joseph C. Corbin, 1853.

A solo by Miss Helen Falloon came next after which W. H. Scott, 1862, made a short talk. Dr. Scott said that while he was not born in Athens county and although his family moved from this locality before he was very old, his earliest recollections were of Ohio University and Athens, through hearing them spoken of by his parents. He spoke of how, when a lad in the high school at McConnelsville he heard the seniors talking about going to Ohio University and the talk awakened in him a desire to attend that institution also. How later through work teaching school (his certificate to teach having been made possible by his receiving same without an examination) he was able to attend O. U. and how every-

thing at the institution was just as he had often pictured it in imagination.

How the three years here had accomplished more for him than the 50 years since. "No spot in the world is dearer to me," said Mr. Scott, "and the old Central Building means more to me than any other building standing."

Mr. J. B. Clayton, 1862, said, "It was June the 25th, 1862. There was more stir about the college building than usual that morning, commencement was to be held in the new school house on the hill. I remember as we marched up the streets to the school house on the hill, the people were going about their ordinary vocations on this day when there was to be such a literary feast." Mr. Clayton had found recently the old program of that day and read to the audience the names of those who took part. The exercises were so long said Mr. Clayton, "We had to divide the program and finish it after dinner."

Mr. Jefferson Booth, 1862, was introduced and bowed acknowledgement to the applause that greeted him. Prof. Martzloff referred to Mr. Booth as having thrown aside his cap and gown to carry arms in defense of the Union.

W. S. Eversole, 1869, in a few brief remarks said, "I feel I cannot pay the debt I owe to old O. U. to save my life. It is a great pleasure to me to come back and be present at these exercises, and to be recognized as an alumnus."

Geo. W. Boice, 1867, paid a tribute to the memory of Cruger W. Smith, referring to him as a "gentleman of the old school; a man of sturdy character, a good student, and a good society man." A man who ran Cruger Smith a close race was C. O. French. They were the "dudes" of the university, but both men of character. You of the Class of 1912 will know more than you know to-day, but you will never think you know as much as you do to-day."

W. W. Gist, 1872, said in part, "I feel after listening to the men who have spoken before me like I should take my place among the freshmen, although I matriculated in 1868. I was a pupil of Dowd in the Preparatory Department. I have not seen him in 40 years until to-day. The faculty of those days was a great one. I have since been associated with the faculties of three institutions one of which had a faculty of international reputation, and when I compare the faculty of O. U. at that time, I find they were strong men." Referring to Thos. Blackstone, Mr. Gist said, "he worked well as a student and as a physician. He radiated manhood."



PROFESSOR RICHESON'S CLASS IN RURAL-SCHOOL METHODS



John W. Dowd said, "if the alumni who have spoken before me took only five minutes, there is no such thing as time." Mr. Dowd had reference to the time limit placed on each speaker.

The program was concluded with the singing of two musical numbers by Mr. Wm. Alderman.

### THE MONTESSORI METHOD\*

By Willis L. Gard

Many men and women in the past have been interested in infant education. Most of the writers on education have had some advice to offer on the care of children between birth and seven years of age. A smaller number have given us a concrete scheme for doing the work. All recall the excellent plan of Froebel. But the kindergarten was developed when we knew far less about child nature than we know to-day. Many educators see in the kindergarten defects. Most are contented to point them out but Dr. Montessori of Rome, Italy, has had the courage to offer the world a new method of teaching young children. It is the purpose of this article to describe briefly her plan.

A few years ago in the Quarter of San Lorenzo, Rome, there stood a number of tenement houses filled with people living a most wretched, unsanitary, and immoral life. The children in these tenements were made familiar with all sorts of vice. It was a scene of genuine misery. The Roman Association of Good Building undertook the task of changing these dens of vice and shame into decent homes. In carrying out this work it was found necessary to provide for the care of small children during the day. The parents found it necessary to spend most of the day in the shop or the factory. As a result the "Children's House" was organized. Dr. Montessori was invited to assume charge of this undertaking. She entered upon her work with enthusiasm and delight. She invited to the new institution all children who would present themselves clean in body and clothing and whose mothers agreed to have the children attend regularly and promptly. Furthermore the mothers had to promise to respect the teachers and the work of the new institution at all times.

\*NOTE. The Department of The History and Principles of Education of the State Normal College of Ohio University possesses a complete set of the didactic apparatus used in the Montessori schools, and will be glad to co-operate with superintendents and others who desire to become better acquainted with the new method of infant education.

The first of these schools was opened on the sixth of January, 1907. Other schools of this nature have been opened in Rome and Milan. In this country schools have been opened in Tarrytown, N. Y., and in Boston.

The activities of the school are of such a nature as to make the child independent in his actions. He is taught to dress and undress himself, to move quietly through the room, to rise from the chair without turning it over, and to perform all his movements in a graceful and quiet manner. Special attention is given to the development of the senses. Dr. Montessori has provided means of training the thermic sense, the baric sense, vision, touch, hearing, and the muscular sense. But the work does not stop here. She carries it forward into intellectual training, giving the children skill in reading and writing and the handling of small numbers. All the intellectual work is done without fatiguing the child.

The system provides for a minimum of direction from the adult. Unless the activity of the child annoys another, or is immoral in character, the child is to be left alone. All the material is of such a nature as to correct any mistake the child may make. Whatever directions the teacher finds necessary to give must be brief, simple, and objective. The chief function of the teacher is to observe.

The didactic apparatus for teaching these small children has been carefully planned and tested in actual use. To bring about a co-ordinated movement of the fingers and to prepare the children for some of the exercises in practical life, such as dressing and undressing themselves, a set of eight frames covered with different kinds of cloth and supplied with several methods of fastening is found in the collection. The children are permitted to play with these at will. They often spend hours with these frames with the greatest delight. To provide exercises in visual perception in differences, there is furnished three series of wooden cylinders set in corresponding holes. The construction is of such a nature as to control the errors. The game is to place each cylinder in its corresponding hole. To give further exercises in visual perception of differences and dimensions, there is provided a set of ten rectangular wooden blocks decreasing in height and width while the length remains the same, a set of ten wooden cubes decreasing in size, and a set of ten rods increasing in length from one decimeter to one meter. The game with this material is to con-



MISS WAITE'S CLASS IN GRADED-SCHOOL METHODS



struct a "tower", a "long stair", a "broad stair." In the use of this material is found an introduction to arithmetic.

The discrimination of colors receives careful consideration. A set of eight primary colors with eight shades in duplicate furnish the material for training in color perception. A great variety of games for children is possible, resulting in high degree of efficiency in discriminating colors in a very short time. Another piece of interesting apparatus consists of thirty-six plane geometrical insets in wood. With these the stereognostic sense is trained. Through the sense of sight and touch the child learns to set the inset into its place. Accompanying this is a lot of plane geometric forms by the use of which the child tends to pass from the concrete to the abstract. Other pieces of apparatus used in giving the child efficiency in designing, drawing, reading, and numerical concepts complete the set.

What about the results? Let me quote one statement from "The Montessori Method." It produces "Children—who know how to read and write; children who know how to take care of themselves; how to dress and undress, and to wash themselves; children who are familiar with the rules of good conduct and courtesy, and who are thoroughly disciplined in the highest sense of the term, having developed, and become masters of themselves, through liberty; children who possess, besides a perfect mastery of themselves, articulate language, the ability to read written language in an elementary way, and who begin to enter upon the conquest of logical language.

"These children pronounce clearly, write in a firm hand, and are full of grace in their movements. They are the earnest of a humanity grown in the cult of beauty—the infancy of an all-conquering humanity, since they are intelligent and patient observers of their environment, and possess in the form of intellectual liberty the power of spontaneous reasoning."

## A STUDENT'S READING

By Librarian Charles G. Matthews.

If I were a student again I would be very wise. I would try to make the library supplement the classroom. For is not the classroom the nursery

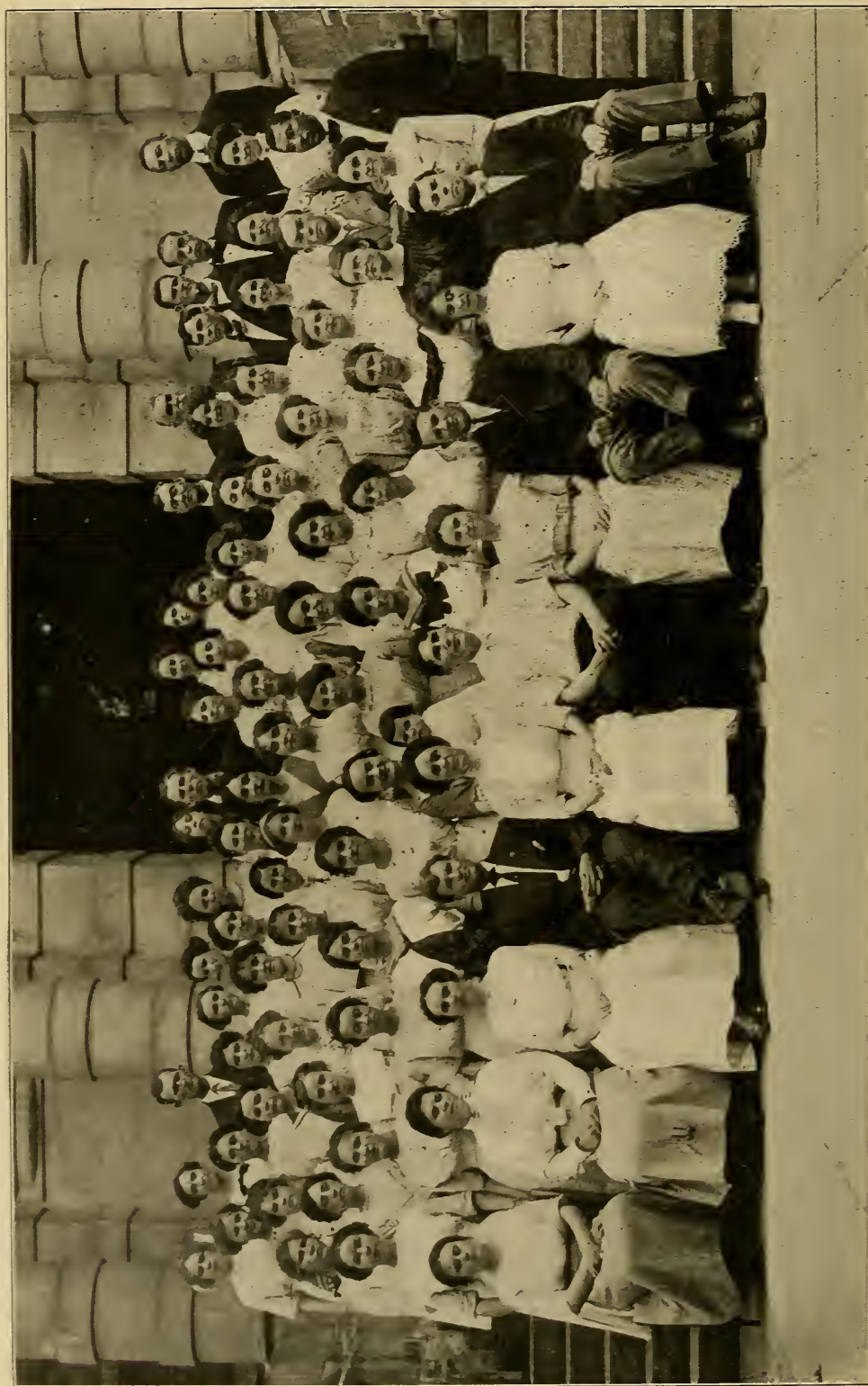
of ideals; the library, the boundless fallow field in which they may grow?

I would have my task work for unemployed moments; and I would have a grand passion. The former would consist of the great classics of literature which are like windows to the soul,—the common heritage of man not to know which is to suffer from some inner darkness. One of these I would always keep by me. I would be a searcher of reading lists prepared by the thoughtful who know their ground. That would be a red-letter day when I could say, "I have become acquainted with another classic, I have opened another window to heaven." And I would read much that has been written of the great books, knowing that the opportunity for such work will never come to me again.

And then I would have a grand passion, a hobby, I would investigate its phases with religious devotion, even though my lodestar had a way of changing with every moon. So I would acquire the habits and methods of original investigation. I would learn to use books as tools. I would learn to follow the spoor of an idea through all hiding places of buckram and sheep and calf. I would learn to read books selectively, growing stone blind to all else they might contain besides the one thing I wished to know.

As an aid to these two kinds of reading, I would master the machinery of the library as far as possible. I would become as familiar with the use of the card catalogue as with knives and forks and spoons. I would recognize the fact that the librarian exists, not "to keep me from getting the books I want," but to help me toward those I ought to want. Remembering that he is under no obligation to teach me library practice, I would try to get him to explain what I did not understand. For every library is a monument of human labor and has in it the accumulated ingenuity of races of librarians. It is worth while to try to get some general view of the whole.

My reading, therefore, would be a never-ending battle between that broad-mindedness which comes with the awakening of more and more universal interests and that narrow-mindedness of the specialist which means efficiency. Either tendency is suicidal if carried to extremes. The perfect balance and cultivation of both is wisdom.



MISS LISTON'S CLASS IN PUBLIC-SCHOOL MUSIC



## CHAPEL TALK TO THE STUDENTS OF OHIO UNIVERSITY

By Prof. D. J. Evans

It is of the greatest importance to you while at college to know what it is that the best people to-day regard as the best life, and what the experience of the ages has demonstrated to be true success.

In the first place, success is not equivalent to luxurious ease in life, but the attainment of perfection, not sinlessness, or infallibility, but full and symmetrical development of one's powers. You will find college life, properly lived, helpful toward winning success. College life is neither easy, nor does it promise future ease; on the contrary, it is itself exacting, and the fields of future achievements which it opens are such as call for toil, anxiety, and other things that tax human energy. To enter such fields, college life invites you, nevertheless you will find that in them only lies satisfaction, and the perfection which is success.

College education does not have, and ought not to have, financial prosperity as its chief aim, yet a degree of financial prosperity like good health, nutritious food, and pure air is necessary to perfect growth. But true college work is not concerned with the financial results of the study and the training, so much as with the growth which ends in perfection and capacity for service.

When the Ohio University was provided for in the famous Ordinance of 1787, it was believed and said that knowledge, morality, and religion are essential to good government and to the happiness of mankind. It is for this that the state established the institution, and now supports it, and not that boys and girls should learn in the tricks of any trade.

The experience of the ages teaches that character is more valuable as an essential of success than material possessions. We use the word character to denote certain sturdiness to withstand temptations, a readiness to say, "No," and a willingness to pursue alone one's own way, irrespective of the crowd and often in spite of it. This, however is only the frame work of character. There are other elements which give it soundness, grace, and efficiency. These elements are readiness to say the encouraging word, to do the helpful act, to love the beautiful, and to discern the verities of life.

College work helps to build this character.

The proper pursuit of every study laid down in the various courses of the university tends to develop manhood. The truth which lies innate, often unrevealed in each subject, begets in the earnest student a strong desire for integrity, morality, justice, and charity and inspires him to know and to become the best. Coming in touch with this truth in the exact sciences for instance, lifts college training above apprenticeship, profession above a trade, and capability above expertness.

I believe that man in his development as an individual follows the general lines which the race has followed in its upward course, and on the other hand that nations like individuals have their periods of adolescence and decay, and also that what has immortalized a nation will ennoble an individual. That you may come under the ennobling power of the elements which has immortalized the past, college training gives you a glimpse of the speech, customs, ideals, and political history of the three which have contributed elements abiding in our civilization, to give it permanence and excellence. These elements are the intellectual and aesthetic culture of the Greeks, the morality of the Romans, and the religion of the Hebrews.

These elements through the operation of the law of survival of the fittest remain. The nations of the past which towered high in material greatness and in that alone have vanished. The Phoenicians, the Yankees of their day, the great merchants, manufacturers, the greatest trust-formers of all times, have left us only Hannibal among men of renown. The commercial giant among the nations of history, went down before the Greek in the battle of Himera, and two centuries later went down again before the Roman in the battle of the Metaurus. The struggle in each case was between material and spiritual forces, the material stagnant civilization of Asia and the progressive spiritual ideals of Europe. The aesthetic intellect of the Greek and the practical mind of the Roman prepared the way so that in the fullness of time true faith was revealed by a Jew, the man of Nazareth, taking Phoenician enterprise, Greek culture, and Roman orderliness, the component parts of the true life of race and man. Thus at Ohio University you may attain to the fullness of character by drinking deep from the three great fountains by which have come the tributaries of the stream of our Western civilization, The



DR. CHRISTMAN'S CLASS IN INTRODUCTORY PSYCHOLOGY



ideals which immortalized this triad of nations, and left their stamp on our civilization, will inevitably tend to stamp nobleness of character on the student who will breathe their atmosphere.

**QUOTATIONS FROM RECENT LEGISLATION RELATING TO TEACHING AGRICULTURE IN THE COMMON SCHOOLS OF OHIO.**

**(House Bill No. 520.)**

SECTION 7830. No person shall be employed or enter upon the performance of his duties as a teacher in any elementary school supported wholly or in part by the state in any village, township, or special school district who has not obtained from a board of school examiners having legal jurisdiction a certificate of good moral character; that he or she is qualified to teach orthography, reading, writing, arithmetic, English grammar and composition, geography, history of the United States, including civil government, physiology, including narcotics, literature and on and after September first, 1912, elementary agriculture, and that he or she possesses an adequate knowledge of the theory and practice of teaching.

SECTION 7831. No person shall be employed or enter upon the performance of his duties as a teacher in any recognized high school supported wholly or in part by the state in any village, township, or special school district, or act as a superintendent of schools in such district, who has not obtained from a board of school examiners having legal jurisdiction a certificate of good moral character; that he or she is qualified to teach literature, general history, algebra, physics, physiology, including narcotics, and in addition thereto, four branches elected from the following branches of study: Latin, German, rhetoric, civil government, geometry, physical geography, botany, and chemistry, and on and after September first, 1912, agriculture; and that he or she possesses an adequate knowledge of the theory and practice of teaching.

**(Senate Bill No. 18.)**

SECTION 1. *That agriculture be added to and made one of the branches of education to be taught in the common schools of the state of Ohio; and that said branch of agriculture shall be taught in all the common schools of said state of*

*Ohio, which schools are supported in whole or in part by the state; in any village, township, or special school district; provided however, that the provisions of this act shall not apply to city school districts of said state.*

Note that the city school districts of Ohio are exempt from the statutory provisions just quoted.

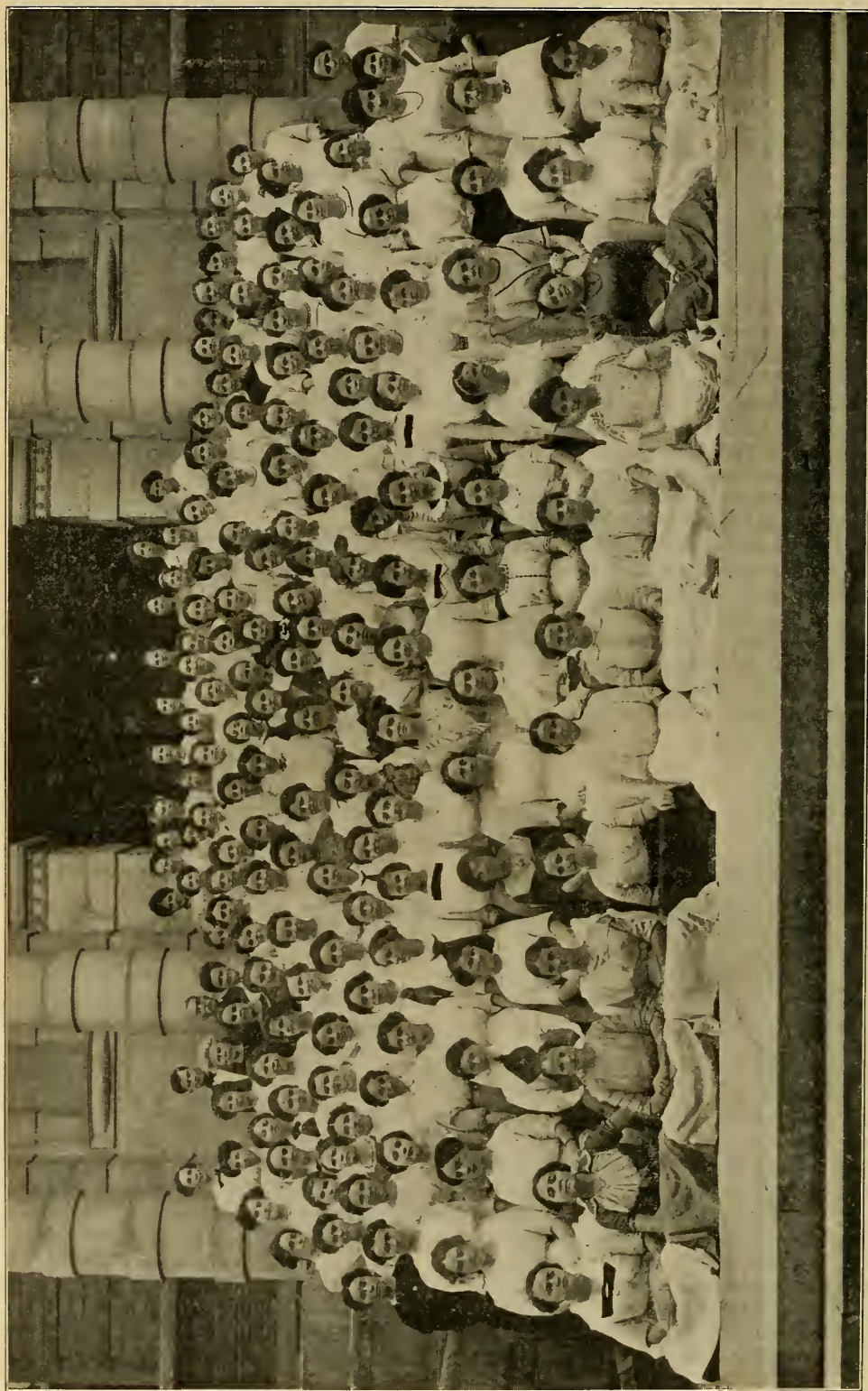
At the Ohio University Summer School for 1913, to be held June 23rd to August 1st, inclusive, ample provisions, in the way of instructors and equipment, will be made fully to meet all legal requirements and to help teachers to secure adequate preparation for the inevitable examination and the required work in the school-room.

## Special Lectures in Agriculture

A new feature for the work in agriculture was a series of twenty-eight lectures. Attendance was required of all students registered in any course in agriculture; no others being admitted. The average daily attendance was two hundred and seventy five. A note-book report and written examinations were required before any credit was allowed in any course. These lectures were given daily at 3:10 o'clock, lasting one hour and covering many important problems connected with farm life. A brief account follows:

### SCHEDULE OF LECTURES

- June 12.—Mr. W. P. Elliot, Farmer, Athens, O. The Attitude of the Practical Farmer toward the teaching of Agriculture in the Rural Schools.
- June 13.—Professor W. A. Lloyd, Department of Cooperation, Experiment Station, Wooster, Ohio. Agricultural Survey of Ohio.
- June 14.—Mr. William Bobo, Farmer, Athens, Ohio. How a Practical Farmer would Introduce Agriculture in the Rural Schools.
- July 1.—Mrs. Jesse Watkins, A Farmer's Wife and Speaker for the Grange, Athens, Ohio. —A Practical Way to Teach Agriculture in the Country.



MISS BRISON'S CLASS IN PUBLIC-SCHOOL DRAWING



**June 24-28.**—Professor C. G. Williams, Agronomist, Experiment Station, Wooster, Ohio.

1. Experiments with wheat.
2. Experiments with corn.
3. Oat and Soybean Experiments.
4. Grasses and clovers.
5. Crop rotations in Ohio.

**July 1-5.**—Professor J. J. Crumley, Forester, Experiment Station, Wooster, Ohio.

1. Shade trees and shelter belts.
2. The Catalpas.
3. Conditions of Ohio woodlands.
4. The relative durability of timbers in contact with soil.
5. Forest, spring, and stream.

**July 8-12.**—Professor F. H. Ballou, Horticulturist, Experiment Station, Wooster, Ohio.

1. Plant breeding.
2. Control of plant diseases and insects.
3. Orchard fertilization.
4. Orchard culture.
5. Pruning and thinning.

**July 15.**—Professor J. R. Clarke, State Supervisor of Agricultural Instruction, Columbus, Ohio,—Problems of Interest to Teachers of Agriculture in Ohio.

**July 16.**—Dr. Henry G. Williams, Dean of the State Normal College, Athens, Ohio—Relation of Agriculture to Public Education.

**July 17-18.**—Honorable A. P. Sandles, Secretary State Board of Agriculture, Columbus, Ohio,—Two Lectures on Practical Agriculture in Ohio.

**July 19.**—Mr. J. L. Clifton, Examination Clerk, State School Commissioner's Office,—The Uniform Examination System in Ohio.

**July 21-25.**—Professor C. H. Lane, Assistant in Agricultural Education, office of Experiment Stations, Washington, D. C.

The Honorable Secretary of Agriculture, James Wilson, detailed Professor Lane to give five lectures and demonstrations showing how Agriculture can be taught in one-room rural schools.

not so much as it exists in many places to-day but rather as to its present possibilities.

In advocating the teaching of agriculture the speaker gave his philosophy of pedagogy by referring to one of the innocent songs of his childhood days: "you in your corner and I in mine." He considers it the purpose of agricultural instruction in rural schools to help the country boy or girl decide whether to make farming a life-work, in other words, whether the farm is their corner.

"Present results in every feature of the farm give conclusive evidence that present day practices are failures. This is in evidence in orchards, gardens, poultry, horses, cattle, and in every other line; but these failures are not to discourage the farmer or teacher."

Mr. Elliot insisted on the preparation of teachers as the requisite for teaching agriculture in the country schools. The second need is teachers with much enthusiasm for outdoor life.

As a third requirement he would ask for teachers with tact as well as knowledge. The speaker is convinced that tactful teachers will do most good for otherwise they are sure to fail as country teachers.

On June 13, Professor W. A. Lloyd, gave an address on "The Agricultural Survey of Ohio." Mr. Lloyd began his lecture by explaining the three lines of work now carried on by the Ohio Experiment Station; namely, to carry the results of investigation to the people, to conduct experiments, and to cooperate with them. The survey now in progress is to make it possible to do more efficient work in all these lines. Already 10,000 tests have been made in the different sections of the State.

The speaker said that the purpose of teaching agriculture in the public schools was to get the people to become country-minded and to teach them where and how to get information concerning their vocation. When these things are finally brought about the boys and girls will cease leaving their farm homes for others in the city. At present out of 1,382 townships in Ohio 70% have lost in rural population. In 1900, 42% of the population were in the country; in 1910, the per cent. was only 35.

One part of Mr. Lloyd's lecture before the class in agriculture of the Summer School deserves more than passing mention, for the reason that it has a bearing on one of the fundamental problems of agriculture in Athens county. It is well known that many of the hills of this region

## SUMMARY OF SPECIAL LECTURES

The first of the special lectures was by Mr. W. P. Elliot, subject, "A Practical Farmer's Attitude toward the Teaching of Agriculture in the Rural Schools." Mr. Elliot began with glowing and emphatic praises of country-life,



PROFESSOR COULTRAP'S CLASS IN SCHOOL MANAGEMENT



have become so reduced in fertility that it is found nearly impossible to keep them in grass; and when planted to other crops, they yield very poor returns. The great problem with many farmers has therefore been to devise some practicable means of restoring these hills to fertility and usefulness.

Now according to Mr. Lloyd's statements it would appear that the solution of this problem lies largely in the use of sweet clover. He tells us that this hitherto feared and despised member of the clover family is in reality a most valuable plant. It will grow on the poorest of soil, and being one of the legumes or nitrogen gathering plants, will gather fertility from the air and store it up in the soil. Then, when it has been brought up to a state of fertility such that other plants will thrive, the sweet clover modestly withdraws and leaves the field to the blue grass or whatever grass or other crop may come to take its place. And meantime this same sweet clover makes a most valuable feed for stock. In food value it is nearly equal to alfalfa, and animals learn to eat it almost as readily.

A crop that makes excellent feed, will grow on the poorest land and will bring to the soil fertility instead of taking it away as most plants do, and will finally disappear when it is no longer needed, seems to possess about all the qualifications of the farmer's ideal friend and benefactor.

The one essential requirement for the growth of this plant is, like all other clovers, that the soil must have a certain amount of lime in it. But in this case the amount is so small that nearly all clay soils meet the requirements.

What will it not mean to agriculture, the most important industry of Athens county, if all the poor hills round about can thus with almost no expense be restored to a fertile condition, and during the process yield a large amount of valuable feed for the flocks and herds which of late it has become so difficult to sustain! It is to be hoped that the agriculturists of the county will give to this matter the attention that its importance warrants, and make full use of all the possibilities involved in this discovery.

The address, June 14, was by Mr. William Bobo, a practical farmer near Athens, in which was given the speaker's method of introducing agriculture in our rural schools. From his standpoint it is evident that the real farmer is expecting practical lessons in preference to theory.

In answer to questions he stated that he favored some attention to the beauties of the country in addition to economic problems. As he finds conditions, people are not asking more than simple but important lessons concerning the common affairs of the farm. In closing he gave a brief account of his method of rearing turkeys. In commenting he stated that it matters little what phase of farm life the practical farmer selects for where success is attained one can count on a reasonable return financially and an abundance of recompense from the standpoint of pleasure and satisfaction.

July 24-28,—Professor C. G. Williams, Agronomist, Experiment Station, Wooster, Ohio, gave a series of addresses as scheduled. All these were records of experiments that have been conducted at the Wooster Station, and largely under his management. Mr. Williams is a very pleasing and careful speaker. His addresses were the first of that nature to be delivered at our summer sessions and were greatly appreciated by the students and all who had the pleasure of hearing them. Below is a partial report of the last two lectures of the series taken from the Athens Tribune.

June 27, Prof. C. G. Williams in the Ellis Hall Auditorium, gave a lecture on grasses and clovers, which was packed full of useful information in regard to these important plants.

It, like his previous lectures, was illustrated with stereopticon charts and photographs.

The first chart showed the 10 year average production in Ohio and Pennsylvania of the grasses, giving total acreage of each and value per acre. The latter in Ohio was: hay \$14.29; corn \$18.96; wheat \$13.96; oats \$11.70.

The most important of all the grasses grown in Ohio is timothy. As a meadow grass, it gives the heaviest yield and leads all others for feed and profit. When pastured it soon gives way to better grasses. He advised a five year rotation of corn, wheat, oats, clover, and timothy. Grass needs nitrogen especially for leaf and stem, and phosphorus for grain. Timothy may be sown alone with wheat in the fall or with clover in March.

Blue grass is the best of all the pasture grasses, without sowing, it will come in and run other grasses out in three or four years and make a dense sod. It dries up and turns brown in times of summer or fall drought but quickly revives after rain. All grass seed should be tested for vitality.



PROFESSOR MILLS' CLASS IN ARITHMETIC



Red top is adapted to wet places and is used only as hay to timothy and as pasture to blue grass.

Orchard grass is of a persistent nature, is hard to kill, it resists drought but is of poor quality. It is very inferior to timothy as a hay grass. Pictures of meadow fescue, tall fescue, brome grass, oat grass, perennial rye, and Italian rye were shown and their characteristics described. They are all inferior grasses when grown in this state.

A diagram showed the cost of seed of the grasses named, the amount of seed per acre, and the number of tons of each variety grown on acres of ground.

A chart of the different hays and their palatability as determined by 4 horses which were fed timothy and other hays side by side showed the horses preferred timothy.

The various clovers, mammoth and common red, alfalfa, alsike crimson, sweet, and white were talked about. Clover is a biennial. Good underdrainage and lime in the soil are necessary for its growth. It is essential in rotation of crops. Its sowing in the fall often results in failure. The best way to sow it is with oats in March or April. Alsike clover like red top grass will grow in wet, sour, or poor land and will enrich and improve it. The crimson clover does well in some parts of the United States but winter kills badly in Ohio. Sweet clover is very valuable as a soil improver and in some places in Ohio is outdoing alfalfa as a crop for hay.

Prof. C. G. Williams gave the last of his series of five lectures Friday afternoon June 28th.

The room was packed as full as possible and the interest just as great as at the preceeding lectures.

The subject was "The value of rotation of crops." Rotation keeps the soil supplied with humus, which results from the decay of vegetable matter root, stem, or foliage. This is organic matter and is absolutely necessary for the supply of plant food. The deep rooted plants such as the clovers, especially alfalfa, bring up fertility from as far below the surface as they reach, while the shallow rooted plants make only surface supplies available and add their own.

Different crops require different chemical constituents in varying quantities. If one crop is grown year after year continuously the soil becomes exhausted of the element taken up by the plant and crops grow less and less.

Rotation avoids this and keeps the soil in good condition. It keeps the soil light and prevents packing and sourness.

It results in avoidance of many bacterial and fungus diseases which afflict useful plants. For example the scab of potatoes is in the soil as well as on the potatoes. If it is in the soil and not on the potato seed the crop will be scabby, so with club root on cabbage and other diseases. Put the land to some other crop and cleanse the soil by starving the injurious things to death.

It gives greater protection from insect pests. Each useful plant has its peculiar insect enemy and the best way to get rid of it is by depriving it of the crop on which it thrives.

It helps in the battle against weeds. Cultivated crops result in the killing of many weeds, but the growth of some uncultivated ones destroys other weeds that grow after cultivating time is over.

It enables us to keep the land occupied the whole year round more nearly thus avoiding leaving the land bare and the going to waste of some chemical constituent by evaporation, which might just as well be going into a crop.

It systematizes the work of the farm and spreads out the work so as more nearly to cover the whole year, thus giving regular work and avoiding rush and idle periods.

It avoids total failure of crops in any one year. Weather conditions may prove disastrous to one crop, but one or more of the other crops may yield well. Your potatoes may fail and your corn, wheat, or other crops be fair or good.

Prices of different crops vary and while that of one may be excessively low another may be high enough to balance the loss.

July 1,—Mrs. Jesse Watkins, a lecturer of the Athens Grange, delivered an excellent address, giving her views on "The Teaching of Agriculture." The subject was presented from the standpoint of a farmer's wife, and in the following order: First,—What should be taught? Second,—What phase should be emphasized in presenting it to our country schools? Third,—How can it be presented so as to overcome any prejudice that may be felt by the farmer or his family against it? Such sub-topics as the following were discussed at some length: Why girls leave the farm. . . How to interest the country boys. . . The need of using tact in dealing with parents. . . The value of scientific farming. All these phases of pedagogy were ably discussed by the speaker.



PROFESSOR LANDSITTEL'S CLASS IN GRAMMAR-GRADE METHODS





THE SCHOOLMASTERS' CLUB

## FOREST CONDITIONS IN OHIO

By J. J. Crumley

Draw a line from the north boundary of Hamilton county, eastward through Warren, Clinton, Highland, and Ross to Vinton, then go northeast through Hocking, Perry, Muskingum, Guernsey, Coshocton, and Tuscarawas counties, then north to the lake. To the north and west of this line lie about two-thirds of the state, most of which is well suited for agricultural purposes; for in the main it is reasonably level and fertile. The other third lying to the south and east of this line is for the most part rather hilly with fertile bottom lands along the streams.

The northwest two-thirds referred to, of course, has some rough land; there are the cliffs along the Vermillion, the gorge of the Little Miami, and the rough lands along the Walhonding and other rivers. But these are the exception rather than the rule, for this part of the state is composed of farms in fair state of cultivation, nearly all cleared land with the small woodlot in some corner of the farm; while in the southeast there are great stretches of hill land covered with young or cull timber.

It is quite evident therefore that forestry problems in these two sections will differ quite widely. In the agricultural section, forestry

work is necessarily confined to the farmer's woodlot, to small cultivated groves, and to small patches of waste land wherever found; while in the southeast the young trees should be protected that nature has caused to spring up on a thousand hills and other thousands of hill slopes should be reforested, where man has removed the timber that never should have been removed, and for two or three generations has been following agricultural pursuits for which his land is not fitted.

In the northwest two thirds of the state the ethical or sentimental side plays a more important part than in the southeast. Since nearly all the land there is adapted to agriculture, the forest crop must compete economically with corn and other grain crops. But almost every farm has at least a small remnant of the former woodlands; and when the owner is asked if he intends to keep this small remnant in timber the answer is almost always in the affirmative, and it is usually not a question of dollars and cents, but one of sentiment. The average farmer does not like to have his farm entirely void of all timber.

Again, since the northwest portion of the state is level and so is also the most of the country on to the northwest of us, the wind will have much greater effect, and if we should cut off the

remnants of the former forests, we would simply be inviting the severe blizzards so common in Texas, Kansas, Nebraska, and the other prairie states of the middle west.

In most Ohio woodlands the fine timber was cut several years ago and in more recent years frequently a second best has been cut. At each cutting, the inferior or worthless trees have been left, such as beech, dead-topped oak, or defective elms. These worthless trees have made the most of their opportunity to spread and are to-day occupying a large portion of the space and are producing absolutely nothing; for most of them are decaying at the heart as fast as they are growing on the outside.

I am reminded here of a cornfield that I once passed when I was a little boy. It was in the month of June. The corn was about one foot high but had had no care whatever since it was planted. The soil was rather fertile. The briars, ragweed, etc., were about two feet high and much more numerous than the corn plants. Some mischievous boys had tied strings to the corn plants and attached these strings to stumps and stakes, the idea being to keep the weeds from running away with the corn.

But you say we do not have that kind of farmers in Ohio. Within the last two years I have been in 87 of the 88 counties in this state and have seen hundreds of woodlots in conditions quite similar to the cornfield just described. These old spreading dead-topped trees are just the same in the woodlot as the big rag weeds in the cornfields.

Two weeks ago I counted under the branches of one old spreading beech, twenty young hickory, white ash, and walnut trees, some of which are already dead and the rest cannot survive so long as the beech stands.

Under another hollow beech, which covered just one-twentieth of an acre, I counted thirty little white ash trees, over one inch in diameter, all dead. This beech tree had occupied this one-twentieth of an acre for the last forty years, and the land is worth one hundred dollars per acre. The tree is not worth two cents. In the northwest and central part of our state there are to-day thousands of acres of so-called woodlots lying in this neglected condition. And even worse than this, the owners of these woodlands frequently turn in cattle that destroy the young trees that nature has put there in an

effort to fill up the vacant places and make a more complete stand.

There is another class of woodland that I would like to describe. It is composed almost entirely of young timber. On this land the timber was all cut several years ago and now a new crop has come up; some good varieties, such as walnut, white ash, poplar, basswood, oak, hickory, locust, and chestnut; some of somewhat cheaper varieties as sugar maple, beech, black oak, and honey locust; and still other varieties practically worthless, such as ironwood, dogwood, sassafras, water beech, buckeye, and redbud. This is the most common type of woodland in the hills of southeastern Ohio. This young second growth of both valuable and useless varieties is also found more or less in nearly all the unpastured woodlots of the state, and any one who will study the situation for only a short while, must see in it very much the same conditions as in the weedy cornfield described above. The first thing to be done therefore is to cut out the weed trees large and small. If they can be sold for anything, sell them, if not, let them lie and furnish a mulch and later, soil for the future crop, instead of robbing or utterly destroying the young trees of good variety that would take their places. Here is where the land owner needs most the aid of the forester. The most important need in the forests in Ohio to-day is not the planting of trees, but the cutting of weed trees and the protection and care of those that are already on the ground. This should be done first, then the planting should follow. This work on the woodlot is most important because it has an economic value from two viewpoints. By cutting down the weed trees and interplanting the open spaces with young trees, we are not only planting more trees but are protecting and improving those that are already on the ground.

A considerable portion of the southeast third of the state is rough or steep land. Some of these steep hill slopes have been denuded of their timber and the ground has been given over to agriculture. Here the wouldbe farmer soon lost his soil. This was taken down by the heavy rains to fill the races, canals, and other water-power sites. The hills thus stripped of the protecting mulch that nature had supplied, sent down the water, from succeeding downpours, in torrents of such magnitude as to flood and make uninhabitable great stretches of lowland where





FIFTEENTH CONGRESSIONAL DISTRICT

the early settler once dwelt in peace, undisturbed by high waters.

Still there are many of these hills where the timber was cut twenty to fifty years ago, that are now covered with a thick growth of young timber from 30 to 50 feet tall. This young timber is in much the same condition as the second growth in the woodlot of the central and northwest parts of the state. The trees are good, bad, and indifferent and there is sore need of improved cutting as described above.

It is a serious mistake to try to use these hill slopes for agricultural purposes. Every acre of the tillable land between these hills should be tilled with the greatest care by intensive farming, but the hills should be devoted to forestry or to fruit for which they are admirably fitted by nature. If all the land too rough for agriculture in the southeastern part of the state was devoted to forestry and fruit and cared for in the proper manner, these so-called poor counties would produce as much money as the fertile northwest counties, and Ohio would produce enough fruit and timber for two or three states of its size.

## PLANT BREEDING

By F. H. Ballou.

### Two Groups of Plants

For convenience in making clear the requirements of different methods of producing new varieties by crossing, let us divide plants into two groups or classes. In the first group we will include those plants which are commonly perpetuated by seeds, these including many annuals and biennials. In the second group we will include those which, while they produce seeds and may readily be perpetuated by seeds, are commonly propagated by divisions or extensions of the plant or its roots, such as runners, buds, cuttings, scions, rootcutting, or suckers. This group includes various forms of perennial and tuber and bulb forming plants as well as vine, bush, and tree fruits.

Now the plant-breeder who is studying two varieties or forms of the same species of plant belonging to the first group (the group reproducing by seeds alone,) and who discovers in either one of the two varieties, or in each of the two varieties, definite points of superiority not

possessed by the other, and is desirous of combining, if possible, those peculiar but differing qualities of merit in a single new variety, must necessarily resort to the process of crosspollination of the parent forms. This involves, as previously intimated, an intricate and difficult task the results of which cannot fully be determined until several generations of descendants shall have been produced and subjected to critical study and rigid selection under conditions which positively preclude possibility of crosspollination of the successive generations, from outside sources.

The first result of cross pollination of parent plants selected for certain individual points of merit is not unlikely to appear in the first generation in the form of an apparent blending of the different parental points of superiority, together with a noticeable increase in vigor and prolificacy as compared with parent forms. As a rule not over one-half of the seedling plants, or their fruits, of the second generation from the original mating, will exhibit a continued blending of the more desirable characteristics of the parental form or varieties. Of the remaining half a part may resemble one of the parent types and the remainder be similar to the other parent type. It is only by repeated, careful selection from successive generations, of the individual plants, or fruits of individual plants, which seem more nearly to combine the desirable features of both parent types, and the annual elimination of the reverting forms, or those which are inferior, that a comparatively constant type of the variety desired may eventually be obtained. There are, indeed so great a number of puzzling and confusing factors influencing the production of new or improved varieties of plants propagated and perpetuated by seeds alone, that this form of plant breeding is by far the most difficult.

Varieties of fruits, it is true, are known to have originated from seeds sown by those to whom the varieties producing the seeds were especial favorites. Thus did the Diana grape originate from a seed of the Catawba; Moore's Early, Worden, Pocklington and other grapes from the widely popular Concord; McIntosh, Princess Louise and Shiawassee apples from the Fameuse or Snow. There are also many varieties of apples known to have originated as seedlings of Oldenburg, Rhode Island Greening, and other varieties which have been popular in various sections; of the Green Gage and Lombard

plums; the Tartarian cherry and Crawford peach. However, while the parentage of these fruits, on one side, is a matter of knowledge and record, it is not and never will be known whether the parent vines or trees produced the fruit and seeds as the result of self pollination or cross pollination. Therefore the record of the origin of the offspring is after all incomplete.

#### Accidental Seeding of Great Value

A still more noticeable fact is that many of the varieties of fruits which for years and yet today are widely recognized as having established and maintained the highest known standards for quality, fruitfulness, or profit, were purely accidental seedlings or chance discoveries of wild forms. The Newtown Pippin apple whose excellence of quality is known throughout America and in a number of foreign lands, originated as a seedling nearly 200 years ago, on Long Island. The original tree died in 1805 from exhaustion and the excessive cutting of scions. The Baldwin was found in eastern Massachusetts in 1742; the Northern Spy originated as a seedling near East Bloomfield, New York about 1800; the Roxbury Russet near Roxbury, Mass., early in the 17th century; the Jonathan near Woodstock, N. Y.; the excellent Grimes Golden in West Virginia; the Rome Beauty in Ohio. Indeed by far the greater number of our older and even now most excellent and popular dessert and market varieties of apples came into existence as chance seedlings. So, also did the Seckle pear; the Catawba grape; the Lawton, Erie, and Eldorado blackberries, and many of our best raspberries, gooseberries, currants, and cranberries.

Systematic breeding of fruits, in this country, by crossing of selected parents is still in its infancy; and no matter how excellent the progress made in the future, in the development of new varieties for special purposes, it seems likely that the accomplishments of the plant breeder will, for some time, appear insignificant in comparison with what Nature, unaided, in her quiet, mysterious way has developed for us within two centuries, in the form of varieties the origin and parentage of which will ever remain shrouded in uncertainty, but which represent the highest types of fruits known to the world.

In this connection we are justified in predicting that future progress in developing fruits possessing qualities superior to those found in a number of our more excellent varieties origi-





WESTERN RESERVE CLUB

nating as chance seedlings, will not be attained in so great a measure by selecting parent variety and crossing, as by selecting and propagating from our choicest varieties, certain superior strains which have originated, and which will continue to originate, through natural plant or bud variation.

#### Method of Cross Pollination

The process of crossing different fruits will have to be modified according to the forms and habits of the plants; but the principle is practically the same. The crossing of tree fruits necessitates the protection of the blossoms of the selected parents by covering with small, thin, white, semi-transparent paper bags which should be securely pinned about the spur or twig producing the blossom cluster. The process of pollination is the same as for strawberries.

The blossoms of most fruit bearing trees are bi-sexual or perfect which, therefore, renders it necessary to remove the stamens of the blossoms of the variety chosen as the mother variety; and invariably this should be done just at the time, or slightly in advance of the time that the petals of the flowers are ready to open naturally, as the stamens must be removed before the anthers begin to ripen pollen.

#### Plant Breeding By Selection

It has already been stated that there are not only various forms or varieties of the same species of plants, but different strains or forms within a single variety. Indeed this is the basic principle upon which the modern plant breeder rests his hope of improvement of varieties already existing. To many of us it is yet a surprising proposition that there are no duplications in nature. While this is true, we are prepared to believe it only in part. We are ready to admit that there never have yet been two human faces, forms, or dispositions absolutely identical; that there have never been two animals of the same kind bearing physical likeness in every particular, intelligence in the same degree, or dispositions of indistinguishable character. But that plants, even of the same variety, possess individuality and differ one from another we have never, perhaps, been led to consider.

But let us hasten to recognize this fundamental truth: there are not only no two trees or plants of the same variety exactly alike, but no two branches of the same tree, twigs of the same branch or divisions of the same plant identical in form or character. Even the different buds of the various branches, divisions or twigs possess individuality. These differences are for the



NORTHWESTERN CLUB

most part, so very slight so generally imperceptible to the casual observer, that we are warranted in designating a carefully perpetuated variety as pure and practically true to type. However, these variations have no set boundary—no restricted range. Just as an occasional individual person of the same race or family will physically, mentally, or morally advance beyond or fall below the average of his people, so do individual trees and plants, or certain branches or buds of individual trees and plants, exhibit points of marked excellence or inferiority to the average of their kind. These lesser variations, in the plant world, we designate “bud variation.”

Through the medium of bud variation, therefore, may a variety be susceptible of improvement. Through the same medium may it degenerate. It may be improved by the exercise of proper care in the selection of those individuals exhibiting definite points of excellence and the increase of these by the usual means of propagation of the species. Upon the other hand, a variety may degenerate through failure to exercise reasonable care in selection for propaga-

tion and planting, the superior types as they from time to time appear through bud variation.

We have, then, in view of the fact of universal plant variation, to unlearn the old adage that “like begets like.”

A field of remarkable possibilities is open to the individual who makes plant breeding by selection a special study, in the development of comparatively disease resistant strains of plants of various kinds; for not only do plants belonging to a given variety vary in their habits of growth, degrees of prolificacy and characters of fruits, seed, bulbs, or tubers, but in their ability to resist disease. A process of selection which will largely eliminate those individual plants lacking in vigor and exhibiting especial susceptibility to the ravages of disease, will promptly elevate the standard of vigor, prolificacy and profitableness of that variety. The practicability of accomplishing this desirable result has been demonstrated over and over again in the selection or breeding plots of many of our state experiment stations; and there are but few of these institutions but have for free distribution,





WARD METHOD CLASS

publications covering their work along the various lines of plant breeding and selection.

### Two Dangers to Guard Against

A word of caution as to the dangers involved in connection with the work of plant breeding by selection, in conclusion: The dangers are two in number; first a danger which threatens the impulsive, over-enthusiastic, over-confident plant breeder whose nature leads him to form hasty, premature conclusions; of mistaking the effects of environment for peculiarities and natural variations of plants. The conditions under which certain unusual plant forms may be existing as compared with the environments of plants of the same species and variety growing near by or elsewhere, should invariably be considered as possible if not probable factors to which the peculiarity or variation may be due. It is only by repeated, uniform tests of such plants, under a various condition of the soil, location, seasons, etc., that a true determination of this point can be obtained.

The second danger is one that threatens the public, in the form of unscrupulous individuals who may pose as plant breeders, and who may claim to grow, and sell trees, plants, seeds, etc., of long and carefully selected strains of many varieties, when the truth may be that the varieties are not only unimproved by selection, but mixed, poorly grown, and worthless, with prices attached which would indicate qualities commensurate with the extravagant claims for careful breeding and superb stock.

However, let us hope that the greater developments in plant breeding may not be left to the nurseryman and seedman, but that the farmer, gardener, orchardist, small-fruit grower, and lover of plants and flowers who simply delight to "see things grow," will become sufficiently interested and skilled as to enable them so to modify and improve plant life as especially to adapt certain forms or types to their particular conditions, thereby increasing the yield and quality of their crops whether those crops be cereals, fruits, vegetables, or flowers.

### "Bud Sports and Freaks"

In rare instances an individual tree or plant, or a division of an individual type of the variety to which it belongs—in habit of growth or in the character of its product, or both—so looks as to justify its being regarded as a distinct type or, indeed, a new variety. Such a departure from the parent type, known as mutation, is commonly and, indeed appropriately, termed a "bud variety," "bud sport," or "bud freak;" for it must be borne in mind that a tree, branch, or twig, or a plant grown from a division of stalk, root, or tuber, which exhibits this marked unlikeness to the original form, necessarily had its origin in an individual bud.

To this greater bud variation in plants was due the origin of the nectarine as a bud variation of the peach. The Red Magnum Bonum plum originated on a branch produced by an individual bud of a tree of the Yellow Magnum Bonum; more recently a tree of Coe's Golden Drop plum produced a branch which bears red fruit, but otherwise is the same. In Lawrence county there is growing at this time a Rome Beauty apple tree one branch of which has always borne distinctly russet Rome Beauty apples—not a trace of red being found on the skin. Otherwise the form, textures, and flavor are the same. Other variations in which the Rome Beauty figures have been noted. The Golden Queen raspberry is a sport from the Cuthbert red raspberry. A Concord grape vine growing near Mansfield, Ohio, produces, on one of its divisions, a mammoth type of Concord fully double the size, both in cluster and berry, of the common form of Concord produced on the other divisions of the vine.

The Livingston or White Seneca Beauty potato originated in a hill of Red Senecas—an excellent example of "bud sporting."

Therefore, through extreme bud variation may a variety be born as truly as from seed. Likewise, though clearly, marked mutations, may a variety improve or degenerate without losing its identity with the parent form; and the writer feels justified in repeating that it is upon this natural variation—even the lesser variations—that the modern plant breeder bases his hopes of success in the betterment of already existing, standard varieties, by selection and perpetuation of such strains as give promise of retaining the desirable and eliminating the undesirable characteristics of the original or parent type. Such improvements are already accredited to not a

few of our thoughtful, careful plant breeders of our own and other states; and greater progress is sure to be made year by year as interest and more and more generally prevailing knowledge of plant life increase. Not only will now existing and excellent varieties of fruits, vegetables, and grain be further improved but new varieties of special merit will appear.

### AGRICULTURE IN THE DAILY PROGRAM

By J. R. Clarke, Supervisor of  
Agricultural Education

The speaker declared that as much time should be given to the study of agriculture as any other subject. Alternate it with any other branch. Get the older boys and girls of the district into the classes. Outline the work a month ahead; and have the recitations on the scene of the lesson. Have exhibits for the schools which can be sent to the county and state fairs. Master one phase of the work.

Get the enumeration of your district and try for better attendance. There were only 7,918 in school in Athens county last year, 4,412 not attending. Only 725 attended high school in Athens county last year; 486 took the Boxwell tests and 131 passed.

The girl who can make good butter for 52 weeks in the year is better off than one who can work out "partial payments" in the book. Many drop out of school because of age and size. Don't turn a scholar back. Don't let anyone talk disparagingly to you about a former teacher. Get all pupils to start work the first day of school. Before school begins clean up the school room and grounds and attend to the physical welfare of the child. Have a course of study mapped out uniformly by the board of education before the school begins. No township can afford to do without a township school superintendent. Have the schoolhouse painted and hand pictures on the wall. See that the board pays for attendance at teachers' institutes. Have a literary club and an agricultural club in the school and see that all attend and take part. Invite the older folks.

Following are suggestions made by Mr. Clarke:

#### When the Supervisor Visits Your School

1. Be natural—the supervisor will feel at home if you permit it.
2. He will want to see your last recitation on





#### EIGHTEENTH CONGRESSIONAL DISTRICT

Agriculture and an *Exhibit* in your building. (Can you conduct any class you may be hearing without any embarrassment to you or the class and put on the recitation in Agriculture without a jar? What if the last recitation was a *Trip*?).

3. The supervisor would rather see a *Clean* schoolroom, clean pupils, clean teacher, and clean *Premises*.

4. Will want to see your exhibit in which *Every* pupil has a part.

5. Hopes to see big boys and girls in the Agriculture and Homemaking classes even if in school for no other classes.

#### Apparatus Needed to Teach Agriculture

1. A handy teacher—boy, or girl.
2. Soil boxes, seed-testing boxes.
3. Glass jars, bottles, lamp chimneys.
4. Magnifying glass.
5. Litmus paper.
6. Samples of plant food (fertilizer).
7. Seed boards and seed bottles.
8. Hatchet, saw, boards, nails.
9. Samples of all soils.

10. Bulletins, the new course of study, weather charts, and reports.

11. Farm papers.

12. A set of good text-books.

13. Fireless cooker and a few cooking utensils.

#### General Suggestions

1. Get interested in the Farmers' Institute, Grange, etc.

2. If your board of education will not elect a superintendent, get all your teachers together and elect one of them superintendent—a leader, a township or village supervisor of agriculture.

3. Get every boy and girl in school—either high or elementary—get them in school.

4. Forget Boxwell about 99 per cent. of the time—teach the boys and girls. They will do the rest.

5. The worst looking farmhouse may appreciate you most.

6. Get agriculture literature in your school. A club will get it.

7. Use all your resources—O. U., the Agriculture College, the O. H. E. S., the farmer of your school district.

8. No one else can or ought to do your work. You have a sacred responsibility.
9. Get the board and the home to help you.

## RELATION OF AGRICULTURE TO PUBLIC EDUCATION

By Dean Williams

The teaching of Agriculture in the public schools is not to make more work for teachers. A professor on hearing how many teachers were taking the agricultural course said "How unfortunate." A proper knowledge of it will explode the idea that agriculture and culture do not go together. It will help to develop the man in every part of his nature, physical, mental, moral, and spiritual.

### Each Member of Society has Various Functions to Perform

The conduct of a person depends largely on what he has been taught; by what he has learned from others. Many of you have or at least ought to have studied sociology. Every one in society must be fitted for something. All should be trained in school to fulfill their function in the home; to love, protect, and provide for the family, which is the true basis of social life.

They must perform their function in the church. Every one has a spiritual nature as well as a physical one and one must be developed the same as the other.

They must be trained to function in the school. No one can be wholly a citizen without this. Knowledge must be received here which is necessary to fit for a place in society.

They must be taught to function in the state, to learn what are the duties of good citizenship and how to discharge them. They must learn to function in business, to prepare for useful and gainful occupation. No man can be wholly a man who does not do something useful. The principal occupations of man are to provide food, clothing, and shelter. Every one sound in body and mind is responsible physically, morally, and spiritually.

### Nearly Half the Population Engaged In Agriculture

More persons are engaged in agriculture than in any other single occupation in the United States, the agricultural population is 46 per cent. of the whole. No other is nearly so great.

Manufacturing employs 28 per cent. Six per cent. are in government service and five per cent. are idle.

The 54 per cent depend on the 46 per cent for their food supplies. The cost of living affects the 54 per cent most and they are chiefly interested in agricultural efficiency. All are interested in the products of the soil and they should have a larger interest. Of the prices paid by consumers for farm and garden products the producer gets but 43 per cent. The other 57 per cent goes for transportation and sale. This is too great a proportion. Teachers should help in the creation of public opinion favorable to farmers.

### Science in Agriculture

In recent times science has come to the aid of agriculture and is one of the greatest studies that can occupy the mind. It was once thought that philosophy was the greatest study and knowledge of the dead languages of supreme importance. This is essentially a scientific age and therefore a new one. It has created a new vision of agriculture. Larger and better crops can be raised now with less labor than formerly as a result of increased scientific knowledge, and of applied science. It is within the last 50 years that the sciences of chemistry, physics, and biology have come into real being.

Increased knowledge will not only make the farmer more efficient and bring him more money but it will add to his comfort and pleasure.

### Idlers are Products of the City

Teachers emphasize that. Do what you can to make country life attractive. Cultivate the artistic. The country boy has as much right to the best as the town boy has. In the future he will be of the most use to society, so give him a chance to do his best and enjoy the best. Of the 5 per cent of idlers, many of whom are derelects, nearly all are city or town products. Country life is the healthiest life and the towns depend for their population on the country. Paris has not a person in it whose ancestors lived there 400 years ago. The country boys and girls work while many in the towns loll.

### The Country School

The country school yard should be a flower garden, a vegetable garden and an experimental plot. Culture is the aroma of learning. Culture is necessary to manhood and womanhood.





QUADRI-COUNTY CLUB

The prospective farmer needs to know botany, biology, zoology, physics, chemistry, and entomology. Knowledge and muscle combine with the earth to produce that which is necessary for life. Increased knowledge brings increased comfort. No other occupation involves so much knowledge as does agriculture. Make the country school the best in the land or that the State of Ohio can provide. Have a library in the school. Scientific agriculture is a debt raiser, a mortgage lifter.

**Outline of an Address delivered by Hon. A. P. Sandles, Secretary of the State Board of Agriculture**

He started by asking all those who came from the country to hold up their hands. Nearly every hand went up. Then all those who intended to teach in the country. Again nearly the same proportion of hands was raised. Only two or three hands went up in answer to the question of how many had studied domestic science, but nearly all claimed they could cook a meal.

"The day is here," Mr. Sandles said, "when the person who says a thing can't be done is the one who is being run over by the one who does that thing."

He said he had sent a list of questions to

women both in town and the country all over the state, and one of the questions was whether or not they knew of any girls who couldn't cook a meal, and the answer came back "yes" from over 300 of the country ladies. "Every girl who lacks that knowledge has a divorce suit ahead of her. The girl or young lady who knows how to get on good terms with the dishpan or frying-pan will always be in demand. It will add to a girl's accomplishments, not subtract."

"I asked the ladies whether or not the farmhouse was as comfortable and convenient as the city homes, and the answer was 'no.' And five out of every six farmers owned up that they spent more for outside conveniences than for the inside of their homes."

"The farm home is being deserted. We have 39 rural counties in Ohio with smaller population in 1909 than in 1900, and 24 counties with less than they had 20 years back."

"We used to have two producers to every three consumers; now there are three consumers to one producer. The high cost of living is a real question which our biggest men are trying to solve to-day. We have heard much complaint over the trusts, cold storage, transportation, etc., but the truth is that the farm land is not yielding as much as it used to. In

1910, Ohio was not producing as much meat, fruits, and grain as it did ten years ago, and there are 1,000,000 more people in it to-day. Ohio used to produce 16 bushels of wheat for every person; this year it will be 2. What is more serious, 60 years ago Ohio produced 60 bushels per acre; now it has but 14 bushels per acre. The average yields of wheat for 10 years from foreign countries are as follows:

	<i>Bu. per Acre.</i>
England .....	38
Scotland .....	43
Germany .....	34
France .....	25
China .....	23

"We send missionaries over to China to preach the gospel; China ought to send them over to Ohio to preach wheat. France has 45,090 schools in which agriculture is taught. In each they have a small garden plot, an experiment room, etc. Ohio sends to France for fine-bred horses, when we could just as well produce them at home. Those foreign countries have found it a blessing to dig down into the mysteries of the soil. Three out of every four pounds of sugar used in Ohio are imported. We should be producing every pound. At present \$40 to \$100 an acre is being made on sugar beets in the northwestern part of Ohio."

"One man who has investigated the matter in Ohio stated that one farm in every three was deserted and not being worked. It is said New England states are practically worn out."

"The country boys and girls need good institutions and teachers to teach the scientific principles of agriculture. One of the T. & O. C. railroad officials stated that ten years ago they shipped 1,000 carloads of fruit out of this country, but in 1910 not one."

"When you go into the country to teach don't try to do too much. You must be practical. Start in on the easy things. Don't have many fads."

"Show them you are interested in the same thing they are. Let them know sharp tools before diplomas. An assessor said there were 140,000 acres of wornout farm land in Ohio. Find out what the state can do for the farmers and tell them. See that they are all getting the bulletins, even if you have to send in their addresses yourself. These little courtesies will be appreciated and make you popular in the teaching of agriculture. Insist that the farmers attend the farmers' institute. They will become rich by it."

"I sent out questions to 2,000 persons asking

how many men in ten knew what kind of corn they were planting, and most of the answers came back, not one in ten."

"Six men made an experiment by taking a plot of ground and dividing it up evenly among them. The soil was all the same as regards quality, and had the same amount of light and moisture. They were cared for in the same way, but each man used a different kind of seed. When they harvested their crops one man only had 53 bushels, which was the lowest, while the highest harvested 80 bushels. So, if you are getting 40 to 50 cents per bushel, you should be very careful in your selection of seed."

"Drainage and good seed are the two great things you can talk to the farmer about."

"In Champaign, Ill., an experiment was made on three acres of land. The first acre was planted year after year in nothing but corn. In the last year it produced 8 bushels of bad corn. The second acre would be planted one year in corn and the next in oats. It produced 27 bushels of corn. The third was planted one year in corn, the next in oats, and the next in clover. It produced the last year 80 bushels of corn."

Mr. Sandles told of an experiment with two cows, in which the record was kept very closely of the amount of butter-fat each produced. One was a scrub cow, and no attention had been paid to her breeding. The second was not an extraordinary cow, but some attention had been paid to her breeding. The profit at the end of the year from the scrub cow was \$5, while that of the other was \$52—and it cost just as much to keep one as the other.

When he put the question to the farmers, three out of four knew nothing concerning the breeding of their cows. They can get the knowledge from the experiment stations.

The Ohio orchards are running down, but already the spraying started by the experiment departments have wrought a wonderful change. A one-acre orchard in Northern Ohio yielded \$1,040 profit in one year. We have not learned the possibilities of an acre of dirt yet. Three per cent of our food supply comes from the sea, while the other 97 per cent comes from the soil. So we must learn the mysteries of the soil.

We are all chained to the bread line, whether great or small. Thousands are hungry in the cities today because of the high cost of living. Hungry men don't have any respect for law. Thus, if the soil continues to decrease in its productions, we are bound to have trouble.





TRI-COUNTY CLUB

## DE ALUMNIS

Prepared by C. L. Martzloff, Alumni Secretary

MISS ETHEL ROWLES, 1908, is to be the Principal of the Pickerington, Ohio, High School the coming year at a salary of \$850.00.

JUDGE THOMAS A. JONES, 1881, Jackson, Ohio, is a candidate for re-election to the Circuit Court Bench of Ohio.

JUDGE VIRGIL C. LOWRY, 1878, Logan, Ohio, is the Democratic candidate for re-election to Common Pleas Court.

TIMOTHY S. HOGAN, 1895, is a candidate for re-election for Attorney-General of Ohio on the Democratic ticket.

CLEMENT L. MARTZOLFF, 1907, is the Democratic Presidential Elector for the Eleventh Congressional District of Ohio.

ISRAEL M. FOSTER, 1895, has been selected as the Secretary of the Ohio Republican Central Committee.

JOHN C. RICHARDS, 1912, will be the Principal of the High School at Nottingham, Ohio, during the coming year. Mr. Richards was

recently married to Miss Susie Brandt of Carroll County, Ohio.

CHARLES E. STAILEY, 1912, has been elected to the Superintendency of the Ashville, Ohio, schools.

WILLIAM E. ALDERMAN, 1909, and Wilhelmina Boelzner, 1911, were married at Athens, Ohio, June 15, 1912. Mr. Alderman will be a graduate student at Harvard University the coming year.

A. E. LIVINGSTON, 1910, will continue his studies in graduate work at Cornell University the coming year.

JOHN R. RICHARDS, 1912, has been elected to the Principalship of the Euclid High School.

Dr. PHILIP ZENNER, 1870, Cincinnati, has recently published a new book, "Mind Cure and Other Essays."

HARRY L. RIDENOUR, 1912, will be a graduate student at Harvard University the coming year. He will pursue a course in English.

BISHOP DAVID H. MOORE, 1860, has been elected to the Presidency of the Ohio University Alumni Association for the coming year.

P. W. FATTIG, 1912, has been elected to head the Department of Biology in Trinity University, Waxahachie, Texas.

GUY DOLPHUS MILLER, 1906, was married to Miss Helen J. Gay, of Attica, New York, June 20th. Mr. and Mrs. Miller will be at home to their friends in Indianapolis the coming year where Mr. Miller is a teacher in the high school.

ELIZABETH BAILEY, 1909, is re-employed to teach mathematics in the Parkersburg High School for the coming year.

HERBERT DUNKLE, 1910, will continue his graduate work at Yale University.

ALBERT JONES, 1905, was recently married to Mrs. May Kross, of San Diego, Cal. Mr. Jones is engaged in the real-estate business in that city.

FRANK GULLUM, 1907, and Miss Eva Mitchell, 1911, were married June 22, 1912, at the bride's home in Point Pleasant, W. Va. Mr. and Mrs. Gullum will reside in Columbus where Mr. Gullum is a member of the East High School corps of teachers.

C. L. SHILLIDAY, 1912, has received the appointment as Assistant in Histology in Cornell University.

SAMUEL O. WELDAY, 1912, has been elected to the Principalship of Whipple Academy, Jacksonville, Ill. He will teach the subjects of English and History.

WALTER O. ALLEN, "Si," 1910, will be employed during the coming year in the Des Moines, Iowa, High School, where he will have charge of the Sciences.

JAY O. MYERS, 1912, will enter Cornell next fall and begin his graduate work.

F. S. COULTRAP, 1875, has been re-elected as a member of the Board of Control of the Ohio Teachers' Reading Circle.

GRACE MARIE JUNOD, 1911, has accepted the position of Instructor in Typewriting in the School of Commerce, Ohio University.

FRED C. LANGENBURG, 1912, will be assistant to Prof. Atkinson in the Department of Physics the coming year at O. U.

LENA CORN, A. M., 1909, who has been connected with Switzer College, in Texas, returns to Ohio University next year to take a position in the Department of Romance Languages.

CLARENCE R. RIDENOUR, 1912, has been elected to the Principalship of the Cadiz, Ohio, High School.

CECIL ROY CLINE, 1900, will be the Superintendent of Schools at Jacksonville, Ohio, next year.

FRANK W. MOULTON, 1897, is a candidate for re-election as Prosecuting Attorney of Scioto county, Ohio.

JAMES F. HAWK, 1907, continues his good work as teacher of science in the Lancaster High School.

MURRAY F. SMITH, 1904, will be the Superintendent of Schools at Doylestown, Wayne County, Ohio, the coming year.

ANNA PEARL MACVAY, 1912, of the Wadleigh High School, New York City, is spending her vacation on a European trip.

E. L. NIXON, 1912, has secured a lucrative position with the State Experiment Station at Wooster.

W. A. MATHENY, 1908, has recently published the following monographs; "A Review of the House Fly Problem," "Effects of Alcohol on the Life Cycle of *Parmecium*," and "The Twig Girdler."

CHARLES BROOKOVER, 1894, is joint author of a monograph on "The Olfactory Nerve and the Nervous Terminalis of *Ameiurus*."

HOWARD A. PIDGEON, 1911, is to be a student in Civil Engineering in Cornell University next year.

PROF. W. W. GIST, 1872, has recently sent to the Alumni files of the Ohio University a booklet entitled, "An Unmeasured Influence." The subject matter is a tribute to William H. McGuffey, once President of the Ohio University.

WILLIAM SOOY-SMITH, 1849, the oldest living Alumnus of the Ohio University, has sent to the University Archives a copy of an address—"The Unremembered Soldier."

PROF. DANIEL READ, 1824,—The University Alumni files has been recently enriched by a printed copy of an address delivered by Prof. Read to the students of Ohio University, May 1839.

CAREY A. TRIMBLE, 1833, once represented his district in Congress. On May 5, 1860, he made a speech before the House of Representatives on the Tariff. A copy of this speech has recently been added to the Alumni Records of the University.

REV. DR. W. J. HOGE, 1843, was Pastor of the Brick Presbyterian Church in New York





## WASHINGTON COUNTY

City at the opening of the Civil War. Dr. Hoge being a Virginian and in sympathy with the southern cause resigned his charge. His Farewell Discourse delivered July 21, the day of the defeat at Bull Run, is now among the Alumni files of the Ohio University.

HON. GEORGE W. SUMMERS, 1825, of Virginia, was one of the great men of his state. Three addresses delivered by him have recently been secured by the Alumni Secretary. They are "Federal Relations" in the Virginia Convention, March 11, 1861; "Contested Elections," United States House of Representatives, Feb. 10, 1844; "Old Dominion Society of New York," May 14, 1860,

SUPT. A. H. DIXON, 1909, Tekamah Neb., taught in the Summer Session of the Wayne State Normal School of Nebraska.

REV. A. J. HAWK, 1879, is pleasantly located at Granville, Ohio, where he is the pastor of the M. E. Church.

## WHERE THEY WILL TEACH NEXT YEAR

A very valuable kind of service is rendered students of the University and State Normal College through the Employment Bureau conducted by Dr. Henry G. Williams, Dean of the

State Normal College. Last year positions aggregating fully \$60,000 were secured through this agency. Superintendents and Boards of Education have learned the superior value of trained teachers and rely upon Dean Williams's judgment in selecting teachers to suit their needs. The following list of graduates and advanced students is only a partial list of those placed this year:

MR. B. B. SPOHN, who graduated from the State Normal College in June from the course in Agricultural Education and who has almost completed the four-year course leading to the Degree of Bachelor of Science in Education, was recently elected superintendent, at South Solon, at \$112.50 per month. He will have charge of the township schools as well as the village schools.

MISS GEORGIA CHEADLE, of Amesville, a graduate of the State Normal College, Class of 1912, has been elected to a Sixth Grade at Salem, Ohio, at a salary of \$530.

MISS FLORENCE E. GEE, of Kinsman, Normal College graduate, 1912, was elected to a First Grade in Fremont at \$55.00 per month.

MISS MARION BRACKIN, also of Kinsman, and a member of the Normal College gradua-

ting class, 1912, was recently elected to a Second Grade in Fremont at \$55.00 per month.

MISS GAIL PATTERSON, of Bellaire, B. S. in Education, 1912, was recently elected principal of the high school at Jacksonville.

MR. HOWARD L. DUNLAP, of Flushing, B. S. 1912, was recently elected principal of the high school at Bluffton at \$75.00 a month.

MR. H. E. BALDWIN, of Cortland, Ohio, who has spent eight terms in the State Normal College, was recently elected superintendent of schools at Iberia, Morrow county, at \$75.00 a month.

MISS TIRZAH MCGINNISS, of Zanesville, a member of the Normal College graduating class, 1912, was recently elected to a Second Grade in the centralized schools at Streetsboro, Ohio, Summit county.

MISS GLADYS MERRIN, of Mt. Vernon, A. B. 1912, has been elected supervisor of drawing and teacher of Latin at West Jefferson, Ohio.

MR. ERNEST WILKES, of Athens, A. B. 1912, has been elected superintendent of schools at Bartlett, Ohio, at \$75.00 a month.

MISS ROSANNA B. ALEXANDER, Normal College graduate, 1912, was elected to the Eighth Grade at Akron, Ohio, at a salary of \$650 per annum.

MISS JESSIE MCCURDY, of New Philadelphia, who has been a student in the State Normal College the past year, has been elected to a position in the schools at Empire, Ohio.

MR. HARRY M. FLEGAL, of Zanesville, formerly assistant principal at Shawnee, has been elected principal of the Middleport High School at a good salary.

SUPT. A. F. CAMERON, of Bourneville, who has spent several terms in the State Normal College has been elected superintendent at Carroll at a good increase in salary.

MR. JOHN STAGE, formerly superintendent at Amesville, goes to Pleasantville at \$88.00 per month.

MR. C. E. STAILEY, A. B., 1912, has been elected superintendent of the Ashville schools at a salary of \$1200.

MR. J. G. HICKOX, B. S. in Education, has been elected superintendent of schools at Chesterland, Geauga county, at \$1000.

MISS AMY C. EVANS, B. S. in Education, 1912, has been elected principal of the high school at Chesterland.

MR. JOHN R. RICHARDS, of Zanesville, an A. B., from an Eastern college, who received the degree of B. S. in Education from the State Normal College this year, has been elected principal of the high school at Euclid at \$100 a month.

MISS FRED A. SCHMALZLE, of Twinsburg, Normal College graduate, 1912, has been elected to a good position in her home town.

MISS ALMA D. BRADEN, of Knightstown, Ind. who graduated this year from the course in Public-School Music, has been elected Supervisor of Music at Middlesborough, Ky., at a fine salary.

MISS FANNIE KNECHT, of Lancaster, Normal College graduate, 1912, has been elected to a position in the grammar grades at Euclid, Ohio at \$60.00 a month.

MISS CHARLOTTE L. SNOW, of Boston, Ohio. Class of 1910, State Normal College, was recently elected to a position in the Cleveland Public Schools.

MISS LORETTA V. BURNS, of Cleveland, a member of this year's class in the State Normal College, has just been appointed to a position in the Cleveland Schools.

MISS ETTA F. MOWERY, of Laurelville, who graduated from the Public-School Music Course this year, was recently elected Supervisor of Music in the schools at New Martinsville, W. Va., at \$65.00 per month.

MISS LENA BOELZNER, of Athens, who graduated from the Public-School Music Course this year, has been elected Supervisor of Music at Wellsburg, W. Va., at \$70.00 per month.

MISS LURA PELLY, of Mingo Junction, a member of the 1912 Normal College class, has been elected to a fine position in the grades at Wellsburg, W. Va.

MISS HATTIE E. MORRIS, of Carroll, Normal College graduate, 1912, has been elected to a primary position at Bradford, Ohio. Miss Morris held a similar position at Ashville last year.

MISS EDITH M. McCORMICK, of Youngtown, who received the B. S. in Education this year, and also a diploma in Public-School Drawing, has been elected Supervisor of Drawing in the schools at Garrettsville at \$750.

MISS MARGARET M. MORRIS, of Magrew, who received her diploma in Elementary Education this year, has been elected primary teacher at Akron at \$70.00 per month.





## FAIRFIELD COUNTY

MISS ISABELLA BEATTY, Miss Myrtle Gill, Miss Irma Squire, and Miss Edith McMillan, all of Youngstown, who graduated from the State Normal College in the Class of 1912, have been appointed to positions in the Youngstown schools.

MISS NETTA DUGA, of Bellaire, has been elected by three towns in Northeastern Ohio to supervise Drawing the coming year. The towns are Kent, Ravenna, and Cuyahoga Falls. Miss Duga received her degree of B. S. in Education this year. She is also a graduate of the two-year course in Elementary Education and the three-year course for Supervisors of Public-School Drawing.

MR. GEORGE N. NORRIS, B. S. in Education, 1912, goes to Amanda, Ohio, as superintendent, at a good salary.

MISS AMMA CORBETT, of Hudson, Ohio, and Miss Helen Adair Harding, of Windham, both students in the State Normal College the past year, have been elected to grade positions in the East Palestine schools at a good salary.

MISS DAISY IRENE HERROLD, of Nelsonville, goes to Cuyahoga Falls at \$550. Miss Herrold is a member of the Normal College class, 1912.

MISS DELIA O'CONNOR, of Alice, a member of this year's graduating class, has been elected to a fine position in the Gallipolis schools.

MISS LUVERNE KELLY, of St. Marys, who received her diploma in Elementary Education this year, has accepted a nice position in her home city schools.

MISS JULIA POLK, of New Vienna, a member of Normal College graduating class, 1912, has a fine position in the Lee's Creek Centralized schools.

MISS NELLIE G. SHUPE, of Kingston, Class of 1912, has accepted a fine position in Grand View, a suburb of Columbus.

MISS ESTHER Taylor, of McArthur, goes to Lee's Creek. She is a member of the Class of 1912.

MISS MYRTLE WOODRUFF, of Fairfield, a member of the Class of 1912 of the State Normal College, goes to Cuyahoga Falls as a grade teacher at a good salary.

MR. THERON W. WARD, a student in the State Normal College, has been elected principal of the high school at Bremen at \$75.00 per month.

MISS FREDa KOCHHEISER, of Bellville, goes to Garrettsville as a teacher in the grades at a good salary. She is also a member of the Class of 1912.

MISS WINONA HEMPHILL, of Copley, has been elected principal of the Copley High School at a good salary.

MISS VISTA McDONALD, of McConnelsville, a graduate of the State Normal College, 1912, has been appointed to an eighth-grade position in the city of Conneaut, under Supt. E. D. Williamson.

MR. C. RAY RIDENOUR, of New Lexington, A. B., 1912, was recently employed as principal of the high school at Cadiz, Ohio, at \$100 per month.

MISS DORIS ROBINSON, of Granville, has been employed to teach a Grammar Grade at Woodville, at a salary of ten dollars a month over her last year's salary.

SUPT. R. E. STONE, of West Rushville, has been employed superintendent at Beverly for Waterford Township schools at \$1,000 per annum, to succeed Supt. F. H. McVay, who has resigned to complete his college course at Ohio University the coming year.

MISS MARY WARD, a student in the State Normal College, has been elected to a position in the Athens Public Schools

MISS ETTA F. AYERS, A. B., Class of 1912, goes to Vermilion as principal of the high school.

MR. J. C. RICHARDS, of Kilgore, B. S. in Education, 1911, has been elected principal of the high school at Nottingham, Ohio, at \$100 per month.

### O. U. SUMMER SCHOOL

June 17, 1912—July 26, 1912.

Enrollment of students by states and countries:

<i>States</i>	<i>No. Students.</i>
Florida.....	1
Illinois.....	1
Indiana.....	1
Iowa.....	1
Kentucky.....	1
New York.....	2
Ohio.....	960
Oregon.....	1
Pennsylvania.....	6
West Virginia.....	18
China.....	6
Nova Scotia.....	1
Porto Rico.....	2
Sumatra.....	1
Grand Total.....	1,002
Men, 306; Women, 696; Total, 1,002.	

### OHIO COUNTIES REPRESENTED

<i>Name</i>	<i>No. Students.</i>
Ashland.....	1
Ashtabula.....	16
Athens.....	249
Auglaize.....	3
Belmont.....	31
Brown.....	8
Butler.....	3
Carroll.....	3
Champaign.....	4
Clark.....	1
Clermont.....	4
Clinton.....	5
Columbiana.....	10
Coshocton.....	5
Cuyahoga.....	1
Darke.....	2
Defiance.....	4
Erie.....	14
Fairfield.....	30
Fayette.....	15
Franklin.....	13
Gallia.....	11
Geauga.....	6
Greene.....	3
Guernsey.....	7
Hamilton.....	8
Hancock.....	9
Hardin.....	2
Harrison.....	6
Henry.....	3
Highland.....	17
Hocking.....	16
Holmes.....	1
Huron.....	4
Jackson.....	13
Jefferson.....	19
Knox.....	8
Lake.....	2
Lawrence.....	12
Licking.....	21
Logan.....	8
Lorain.....	2
Madison.....	14
Mahoning.....	11
Marion.....	1
Meigs.....	21
Mercer.....	1
Miami.....	2
Monroe.....	15
Montgomery.....	2
Morgan.....	17
Morrow.....	3





## PERRY COUNTY

Muskingum.....	26
Noble .....	4
Ottawa .....	1
Paulding .....	4
Perry .....	34
Pickaway.. ..	13
Pike .....	4
Portage .....	6
Preble .....	1
Richland .....	2
Ross .....	28
Sandusky .....	8
Scioto .....	12
Shelby .....	6
Stark .....	8
Summit .....	6
Trumbull .....	5
Tuscarawas.....	28
Union .....	4
Van Wert.....	2
Vinton .....	28
Warren .....	1
Washington.....	35
Wayne .....	1
Williams.....	2
Wood .....	2
Wyandot .....	2
Total for Ohio.....	960

SUMMER SCHOOL OHIO UNIVERSITY  
ATHENS, OHIO.*June 23, 1913—August 1, 1913.*

## General Information

ATTENDANCE STATISTICS—The attendance of students at the Summer School of Ohio University for the last thirteen years is herewith shown:

<i>Year.</i>	<i>Men.</i>	<i>Women.</i>	<i>Total.</i>
1900 .....	36	29	65
1901 .....	45	57	102
1902 .....	110	128	238
1903 .....	159	264	423
1904 .....	194	363	557
1905 .....	220	430	650
1906 .....	207	449	656
1907 .....	236	442	678
1908 .....	236	387	623
1909 .....	214	517	731
1910 .....	260	516	776
1911 .....	302	581	883
1912 .....	306	696	1,002

The figures for 1912 do not include the pupils enrolled in the Graded Training School, in Ellis Hall, the Rural Training School, in Mechanicsburg, persons attending the special lec-

tures on Forestry and Agriculture, or the number of School Examiners, Principals, and Superintendents who attended the "Schoolmasters' Conferences," held the fifth week of the term. In 1912 the students came from all sections of Ohio, and represented seventy-nine counties of the State.

#### NEEDS CONSIDERED AND COURSES OFFERED

—In arranging the courses of study for the Summer School of 1913, the various needs of *all classes of teachers* and those preparing to teach have been carefully considered and fully provided for. About one hundred and fifty courses are offered, and that number of classes will recite daily. Teachers and others seeking review or advanced work should plan early to attend the session of 1913, which will begin June 23rd and continue six weeks.

**FACULTY**—A Faculty of sixty-five members will have charge of the instruction. Please to note that all the instructors, with few exceptions, are regularly engaged in teaching in Ohio University. Those who enroll in the summer term are thus assured of the very best instruction the University has to offer.

**SELECTED WORK**—Why not examine the catalogue and determine now the course you wish to pursue, and then begin at once to work out *systematically* the studies of that course. If you are a teacher of experience, or if you have had previous collegiate or high-school training, you will doubtless be able to do at home, under our direction, some systematic reading and study.

**EXPENSES**—No tuition will be charged. The registration fee of \$3.00 will entitle students to all the privileges of the University, save special instruction in private classes.

*In no case will this registration fee, or any part of it, be returned to the student after it has been paid to the Registrar.*

Boarding in clubs, per week, costs from \$2.75 to \$3.00; in restaurants the usual rate is \$3.50; in Boyd Hall and Women's Hall, \$2.75. A student may attend the Summer School six weeks and pay all expenses, except railroad fare, on from \$27.00 to \$33.00. By observing the strictest economy less than this would be required.

**AMPLE ACCOMODATIONS**—No school town can offer better accomodations at more reasonable prices than Athens. Nicely furnished rooms, in private houses, *convenient to the Uni-*

*versity*, may be rented for \$1.00 a week including light, bedding, fuel, towels, and everything needed by the roomer. This rate is given where two students occupy the same room. If occupied by one student, such rooms usually rent for \$1.50 a week. It is safe to say that four-fifths of the rooms rented to students are rented at \$1.00 each per week.

**WOMEN'S HALL AND BOYD HALL**—These two buildings will accomodate about 180 women students. They are owned by the University and the rooms are of good size and well furnished.

Students securing quarters here will pay from \$3.75 to \$4.00 per week for board and lodging, everything being furnished save soap and towels. Students wishing rooms in these buildings should engage them in advance. Such rooms will be in demand.

It is required that every student occupying a room in either of these buildings pay the weekly charge *for the whole term*. It is manifestly unfair to the University to lose the moderate rental charged for these rooms for any portion of the term. To vacate a room after the opening of a term usually means the loss of rental fees for it from that time on.

Write to Miss Willanna M. Riggs, Dean of Boyd Hall, or Mrs. Bertha T. Dowd, Dean of Women's Hall. Students who do not wish to engage rooms in advance will experience no trouble in getting *promptly located*. Fifteen hundred students can find desirable accomodations in Athens.

**WHAT ATHENS CAN DO**—Athens can easily accommodate a large number of students. At the close of the first day of the Summer term of 1912, every student had been eligibly located. Accommodations for at least 300 additional students were available.

**FREE LECTURES**—Arrangements have been made for a series of day and evening free lectures to be delivered in the Auditorium of the University within the period covered by the Summer term.

**COURSES OF STUDY**—Summer-School students should decide upon a regular course of study to be pursued systematically. Credits and grades from other schools should be filed with the President of the University, thus enabling the student to secure an *advanced standing*. Work begun during the summer term may be continued from year to year, and much work may





#### LICKING COUNTY

be done at home, by advanced students, under the direction of the various heads of University departments. *College credit will not be given for home work. A diploma from the State Normal College should be the goal of every ambitious teacher.*

**REVIEWS**—Ample provision has been made for the needs of young teachers, and those preparing for examinations, by means of *thorough reviews* in all the studies required in city, county, and state examinations. Students preparing to teach, or preparing for any advanced examination, will find excellent opportunities at Athens.

**SPECIAL REVIEWS**—The second semester of Ohio University will open Monday, February 3, 1913, and close Thursday, June 19, 1913. On Monday, May 5, 1913 *new review classes* will be formed as follows: Arithmetic, Grammar, Geography, United States History, English Literature, General History, Physiology, Physics, Botany, Manual Training, School Agriculture, Domestic Science, and Theory and Practice of Teaching. Instruction in these subjects will be necessarily general, but as thorough as time will permit. These classes are formed for teachers and prospective teachers who are preparing for the *inevitable exami-*

*nation.* Scholarship is not acquired by such work; it is recognized as a kind of *necessary evil*. A clear knowledge of the nature of the *uniform examination questions* used in Ohio will guide those giving instruction. Until Ohio adopts a more sane and consistent system of examining and certificating teachers, those teaching or expecting to teach will appreciate the value of such favorable opportunity for review work. These classes can be entered to advantage any time prior to May 26, 1913. Only a *just portion* of the usual semester fee of \$9.00 will be charged students who enter at the time of the forming of these special classes or later. If demand is sufficiently strong, review classes *may* be formed in Plane Geometry, Elementary Algebra, Elementary Chemistry, Latin, German, and some other subjects. However, *none of this work is promised.*

**PRIMARY TEACHERS**—Special attention is called to the fact that the Training School, or Model School, will be in session during the Summer term. Also, the Rural Training School (two rooms) in Mechanicsburg will be in session. In these schools emphasis is placed upon the training of primary teachers. Almost every teacher in the rural schools has primary classes to instruct. City teachers will also find

this course *especially valuable*. Every teacher of the rural schools will have an opportunity to receive instruction in the best method of teaching as applied to primary schools.

**ADVANTAGES OF SUMMER STUDY**—Thousands of teachers have learned that they may do much during their summer vacation to advance their professional standing and efficiency by study at a Summer School, if they select an institution of recognized standing, prepared to train teachers for the various lines of work in the public schools. The Summer School of Ohio University and State Normal College gives students the same kind of training offered during the regular collegiate year. Our graduates are recognized all over the country as men and women of superior training. A teacher may take regular systematic work in any of the courses of the State Normal College and receive credits that will count toward graduation from one of the diploma courses or one of the regular degree courses. We discourage work of a promiscuous character on the part of students and urge them to select a course and work each year systematically toward the completion of it. Boards of Education and superintendents are learning to place more and more value upon the work done here by their teachers during the Summer terms, and are usually ready to give teachers substantial recognition for all work done in them. To merit such recognition, the teacher should be required to produce certificates certifying to the work completed in the Summer term. A teacher who attends one Summer session should resolve to continue a systematic course from year to year until a diploma is obtained.

**TEACHERS' CONFERENCES**—At least six conferences—one hour each—will be held the fifth week. These will be led by members of the Faculty and others familiar with the workings of the public schools and experienced in school methods and management.

**OHIO SCHOOL LAWS**—Particular attention will be given to the provisions of Ohio's *new school code*. A series of informal "talks" on some of the most interesting features of the present Ohio School Law will be given. Classes in School Administration will consider the provisions of the entire school code.

**LABORATORIES, ETC.**—The laboratories, museums, art studios, library, and gymnasium of the University will be accessible to students

*free of charge*. The new gymnasium is one of the finest and best equipped buildings of the kind in Ohio. In hot weather the natatorium will have strong attraction for students.

**TEXT-BOOKS**—All text-books will be supplied at the *lowest prices possible*. Students should bring with them as many supplementary texts as convenient.

**RANGE OF STUDIES**—The following subjects will be taught during the Summer term. Prospective students may see that *almost every subject* in the various University and Normal-College courses will be presented during the Summer term. Students who do not find in the following list of subjects the studies they wish to pursue will be accommodated if a sufficient number of requests for other work are made. The classes regularly scheduled are as follows: Arithmetic (three classes), Grammar (three classes), U. S. History (three classes), Ohio History, Algebra (four classes), Principles of Education (two classes), Free-Hand Drawing (three classes), Bookkeeping (two classes), General History (three classes), Physiology (two classes), Civics and Health, Psychology (two classes), Zoology, Political Economy, Beginning Latin, Caesar, Virgil, Cicero, Advanced Latin, Physics (three classes), Electrical Engineering (two classes), History of Education (two classes), Principles of Education (two classes), School Management, School Administration and School Law, the Elementary Course of Study, Primary Methods (two classes), Special Methods in School Studies, Pedagogical Conferences, Geography (three classes), American Literature, English Literature (two classes), American Poetry, Word Study, Literature for the Primary Grades, Preparatory Rhetoric (two classes), English Poetry, Shakespeare, Tennyson, Paidology, or the Science of the Child (two classes), Elementary Chemistry, Qualitative Analysis, Organic Chemistry, Stenography, Typewriting, Elementary Manual Training (two classes), Physical Laboratory, Chemical Laboratory, Biological Laboratory, Psychological Laboratory, Nature Study, School Agriculture (three classes), Bird Study, Botany (two classes), Manual Training (three classes), Domestic Science (three classes), Observation in Training School, Teaching School, Civil Government, Plane Geometry, Solid Geometry, Trigonometry, Surveying, Field Practice, Mechanical Drawing, How to Teach Reading, Sight Reading (in music), How to Teach Public-School





## BELMONT COUNTY

Music, Vocal Music, Chorus Work, Beginning German, Advanced German, Beginning French, Advanced French, Spanish, and other subjects if a sufficient demand is made at the opening of the term. If changes or additions are made to the foregoing list of branches, they will be clearly set forth in a Special Bulletin to be issued in January, 1913. Prospective students are requested to make known wherein the subjects named do not provide for the instruction they most desire.

**OTHER BRANCHES**—Arrangements can be made by students attending the summer term for *private lessons* in Greek, Latin, German, French, Spanish, Psychology, Pedagogy, Voice Culture, Piano, Organ, Violin, Higher Mathematics, Philosophy, Elocution, and other branches scheduled in any of the University courses. The cost of such instruction, in each branch, *will not exceed* \$7.50 for the full term of six weeks, or \$0.75 for each lesson. Inasmuch as the work offered in the regular classes of the Summer School covers so wide a range of subjects, it will be, in most cases, a matter of election on the part of students if they take private instead of class instruction.

Prior to 1912, the College of Music, the School of Oratory, and the Kindergarten School did not offer any portion of the work sched-

uled for the Summer School. Hereafter these three departments of college work will admit students to both regular and special classes. Instruction given in the Kindergarten School will be without special charge; the instruction in the College of Music and the School of Oratory, being necessarily of an individual nature, will be had at a special charge as indicated in the preceding paragraph.

**SUMMER-SCHOOL ADVANTAGES**—Besides having an opportunity to pursue systematically *almost any study desired*, under the direction of those regularly employed in this work, the student of the Summer School enjoys the advantages of the acquaintance, friendship, and counsel of many prominent superintendents, examiners, principals, and others who are always on the lookout for progressive, well-qualified teachers.

**HOW TO REACH ATHENS**—Athens is on the main line of the following railroads: Baltimore and Ohio Southwestern, Hocking Valley, and Ohio Central lines. Close connections are made with these lines at the following-named places: Cincinnati, Loveland, Blanchester, Midland City, Greenfield, Chillicothe, Hamden Junction, Parkersburg, Marietta, Middleport, Gallipolis, Portsmouth, New Lexington, Lancaster, Logan, Columbus, Thurston, Zanesville,

Palos, Delaware, Marion, and other points. Students on any railroad line may leave their homes in the most distant part of the State and reach Athens within a day.

**REQUESTS FOR NAMES**—Superintendents and teachers are requested to send to the President of the University the names and addresses of teachers and others who would likely be *interested* in some line of work presented at Ohio University. The Ohio University Bulletin is sent free and regularly to all persons who desire to have their names enrolled on the mailing list.

**A TEACHERS' BUREAU**—Since the State Normal Schools of Ohio were established in 1902, and especially since superintendents were given, in 1904, the right to appoint teachers, the State Normal College of Ohio University has received many calls for teachers. Positions aggregating *many thousands of dollars* have been secured by us for our students. The Dean of the Normal College conducts *free of charge*, a bureau for teachers, and is always glad to aid worthy teachers in this way.

**CONCLUSION**—The President will cheerfully answer *any questions*, relating to the University and its work, that teachers or others desire to ask. The many addresses made by members of the Faculty in past years, and the large quantity of printed matter sent out, have served to give prominent attention to the work of the University and the State Normal College. In this way *thousands of people* have learned to know something of the broad scope of work undertaken at Athens. The hundreds of students who have come to us the past year have helped very largely in imparting information to friends of education throughout the state concerning the extent and character of the work accomplished here. For the year ending March 15, 1912, the total enrollment was 1,832 different students. The total enrollment of different students for the college year ending June, 1913, will not fall below 1,900. For latest catalogue, other printed matter, or special information, address

ALSTON ELLIS,  
*President Ohio University, Athens, Ohio.*

### NEWS NOTES

A general assembly of students was held two times a week, at the close of the second morning period, in the University Auditorium. A vol-

untary attendance brought by far the larger number of students to the exercises of this period. Through announcements made and brief addresses delivered, the student body was made more of a working unit, and those who went for helpful suggestions did not go from these meetings disappointed.

The Kindergarten Department of the State Normal College has recently had enlarged quarters, an additional teacher, and important additions to the equipment. Two well-furnished rooms give accommodations for about thirty kindergarten children, formed in two classes. The Kindergarten Department is managed in a highly efficient manner, being under the supervision of a Principal of liberal scholarship and special training for her important work. Pupil teachers, who have had at least one year's careful training for kindergarten work, assist in the work of instruction. Persons looking forward to service in kindergarten schools can secure the best of preparation in the Kindergarten Department of the State Normal College. Tuition for teachers and prospective teachers is free.

The swimming-pool in the Gymnasium building is the most complete thing of the kind to be found in Ohio. Opportunity to bathe in its waters was highly appreciated by Summer-School students both male and female. The Gymnasium building is in close touch with Boyd Hall, where about ninety young women find homelike accommodations. The pool, in the clear, is 21 feet by 40 feet. The water varies in depth, but at no point does it suggest any element of danger to the bathers.

The pool is lined with porcelain-faced brick, thus making it easy to keep in good sanitary condition.

The Training School of the State Normal College is "*the best ever.*" There is not another school for the practical and theoretical training of teachers in Ohio that is its equal in plan of organization and efficiency and range of service. The School occupies the south wing of Ellis Hall and has the use of eight large class rooms, an equal number of practice rooms, and an assembly hall. A separate building for the Training School is now in course of construction. It is of fire-proof construction and large enough to afford quarters ample for all possible needs.





## JEFFERSON COUNTY

It is model in every respect and is being put up at a contract price of \$50,597. Architect's fees, some unavoidable extras, and the necessary furnishings will run the cost of the building, when ready for occupancy, up to about \$60,000. The Training School now includes all the elementary grades—from the kindergarten to the high school. Summer-School students for 1913 will find classes of *all grades named* in daily session and in charge of teachers who know their business. Teachers, of grades below high school, can by six weeks spent in observation or practice work in these schools, and by attending the daily conferences where *methods* for graded and ungraded schools are presented, discussed, and exemplified, get such enlarged conceptions of their work as to make their future teaching service more rational and more far-reaching in desirable outcome.

The Summer School for 1913 will not differ widely in plan and subjects offered for instruction from its predecessors. Experience tells that the present organization and range of work meet fairly well the wants of teachers, who come

for educational help and professional uplift. The same experience, however, teaches how to make stronger the better and the weaker features of both administrative and teaching service. Successful effort will be made to render the Schoolmasters' Conferences more helpful to enrolled students and welcome visitors. These conferences will be scheduled so as to conflict with no other exercises which require the presence of students. The evening lectures and entertainments will not exceed four in number and will be assigned to times most satisfactory to the larger number of students. The best possible talent will be secured for this extra-class species of instruction. There are no *special fees* at Ohio University. The registration fee *pays for everything*. There are always lectures, suppers, excursions, entertainments, etc., announced by certain parties in various interests, but attendance upon these is a voluntary matter on the part of the students.

The lecture plan of teaching is not much in vogue at the O. U. Summer School. Classroom work is of the highest order of excellence. The



#### COSHOCTON AND TUSCARAWAS COUNTIES

student, whether pursuing review or advanced studies, comes into close personal touch with the instructor, who is, in nearly every instance, a member of the University Faculty.

In 1912, the Ohio University graduated a total of 190 students from all departments, the largest class of graduates ever sent out from the University.

Ohio University enrolled the past year 1,832 different students.

The State Normal College, at Athens, graduated a class of sixty-nine well-trained teachers this year. Twenty-one of these graduates completed the regular four-year college course and received the degree of Bachelor of Science in Education; two completed the course leading to the degree of Master of Science in Education; forty-six completed the elementary courses, consisting of two and three years. Under the Hawkins law, the holders of these diplomas are entitled to the state life certificates after passing the regular preliminary examination, which then settles the examination question for life.

The State Normal College has made a long stride forward in establishing a training school for rural teachers, and hereafter will maintain two separate training schools, one for those who are preparing to teach in graded schools and the other for those who are preparing to teach in township and small village schools. The ungraded schools of Mechanicsburg have been made training schools for rural teachers and a trained critic teacher has been placed in charge of each school. No professional training school in the country can offer better advantages in the training of rural teachers.

It was a kindly thing and a fitting acknowledgment of worthy personal effort to recognize two of the Ohio University's ex-presidents at the commencement this year, assigning to each an important place on the program. Both were complimented by large audiences, and each acquitted himself with great credit, showing that time imperils only the physical and that scholarship broadens and ripens with years.—*Athens Messenger*.





MORGAN COUNTY

The exhibition of fine and mechanical art work of the College and Normal Departments of the Ohio University made Commencement Week drew a large number of visitors, who for several hours crowded the halls where the displays were made.

In the corridor of Ewing Hall was a fine display of wood and brass work by the 7th and 8th grades of the Training School and the students of the Engineering Department of the University. All sorts of things, ornamental and useful, turned and square, were on exhibition. Some were very finely finished and all well done. Miss Winn of the Engineering Department had a display of her own which included a fine mission rocking chair, clock cases, a table, and other things. The lady has under way the plans for a house but she didn't say she intended to do all the carpenter work herself. Some hammered brass work was included in the exhibition of her mechanical skill.

On the third floor in one room was an exhibit by Miss Stahl, of the art teacher's own work, mostly portraits and scenery, a really fine collection.

In another room was a collection of pictures in charcoal, crayon, pastelle, oil and water colors, and china painting. They were of the usual kind, still life, flowers, fruit, vegetables,

scenery, interiors, furniture, sketches from casts, statuary, etc. There was also some good work in colors by Miss Patterson, one of the art teachers.

On the third floor of Ellis Hall was an exhibition of the art work of the pupils in the lower grades up to the sixth, consisting of drawings and water color sketches, raffia work, useful and ornamental, and paper work done by the youngest pupils, making altogether an extensive, a varied, and an interesting display.

The art of making work into play, giving manual training while the literary training is going on, was well exemplified in the collection of things useful and ornamental which are indications of mechanical skill and refined taste.

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The academic procession on Commencement Day, June 13th, was an imposing affair. It started from Ellis Hall promptly at 8:30 o'clock, being formed in five divisions, namely, graduates from the four-year courses of the College of Liberal Arts and the State Normal College; members of the Faculty, University and Normal College; degree students—Masters—in course and honorary; diploma students from the Normal College, College of Music, School of Oratory, School of Commerce, and Departments

of Civil and Electrical Engineering; and members of the Board of Trustees and the Alumni Association. The line of march was from Ellis Hall north on University Terrace to Union street, west on Union street to Court street, south on Court street to the center walk, thence following the walk to Ewing Hall, in the Auditorium of which the graduating exercises in all their details were held. The procession was headed by a band of music.

President and Mrs. Alston Ellis received yesterday afternoon between the hours of 3 and 6, as is their custom at Commencement time. The Athens band was seated on the lawn, the music reaching pleasantly to the interior of the house.

Miss Ellis Cox greeted all comers, showing them to the drawing-room, just within the door of which President and Mrs. Ellis stood. Mrs. H. G. Williams, Mrs. E. W. Chubb, Mrs. H. R. Wilson, Mrs. C. M. Copeland, Mrs. C. B. Henderson, and Mrs. T. R. Biddle invited the guests to the dining-room, where they were served by girls of Pi Beta Phi sorority, who also presided at the punch bowl.

More than six hundred people called during the afternoon, which is a greater number than has been received in former years at the President's reception.

The Ohio oratorical contest of the Intercollegiate Peace Association, held in the College Auditorium Friday afternoon and evening, April 19th, brought before the student body and citizens of Athens the cream of the oratorical departments of the several contesting colleges. The one general theme was "Peace," each speaker, of course, covering some particular phase. Owing to bad railroad connections the representative of St. John's College barely arrived in time to be given the position of last speaker. Mt. Union was not represented.

Places awarded were: First place, Russell Weisman, Western Reserve; subject, "National Honor and Vital Interests." Second place, Ala H. Silver, University of Cincinnati; subject, "The Panama Canal." Third place, Lewis H. Miller, Ohio University; subject, "The Message of the Andes." Prizes awarded were: First prize, \$75; second, \$50; third, \$25. The Judges were: Prof. B. Spencer, Granville, O.; Mr. A. T. Williamson, Prosecuting-Attorney, Marietta, O.; and Dr. J. C. Goodrich, Cambridge, O.

The money used to support the Summer School is now derived from three sources—an incidental fee of \$3 paid by each student enrolled; a direct appropriation made by the Board of Trustees; and a special appropriation made by the Legislature of Ohio. The cost of carrying on the Summer School for the last ten years is shown as follows:

<i>Years.</i>	<i>No. of Students.</i>	<i>Cost of Instruction.*</i>
1903	423	\$2,448.50
1904	557	3,121.85
1905	650	3,676.50
1906	656	3,855.00
1907	678	4,256.00
1908	623	4,214.00
1909	731	5,200.00
1910	776	5,646.00
1911	883	6,270.00
1912	1,002	7,115.00

Herewith is shown the annual pay-roll of Ohio University and the State Normal College under salary schedule adopted by the Trustees in June, 1912:

Professors and Instructors in Ohio University and the State Normal College .....	\$105, 970
Board Officers.....	5, 340
Engineers and Janitors.....	3, 300
Total.....	\$114, 610

An eight-page publication of double-column matter, called "The Angelos," was issued weekly while the Summer School was in session. This timely and interesting paper came into being as the result of the enterprise of two O. U. students, Louis J. Long and Mostyn L. Jones, the former having charge of the editorial matter and the latter looking after the business end of the venture. "The Angelos" was issued in neat form and proved to be a success educationally and financially. It was in no respect inferior in appearance and contents to "*The Green and White*" the student publication of the University.

The high water mark in the attendance at the Ohio University Summer School is reached when the number has almost gone to an even thousand. The six weeks' summer school has be-

\*The sums below given do not include payments made to University and Normal College employees, rendering service in the Summer School, who are employed by the year and for that reason have their annual salaries divided into twelve payments.





## MEIGS COUNTY

come famous over the entire state and adjoining ones, and the fact that the attendance has shown a wholesome annual growth is evidence that the institution is delivering the educational goods. It is largely due to constant and systematic advertising in season and out.—*Athens Tribune*.

Welcome, the summer student! Here's a bunch that entered the Ohio State Normal to-day with serious purpose for six weeks' scholastic work under trying weather conditions. Few are here because they are sent by indulgent parents, but the great majority are here for personal advancement at their own expense, and they know how the money they are to spend came, and consequently they are determined to get all out of it they can. They feel the need that six weeks' work will supply. They want to become teachers, or they want to become better teachers. The objects of their coming is close at hand, and is not obscured by the haze of eventuality. Hence, they are good students and good citizens while here. Athens may well feel proud of this addition to her population to-day. They represent the best manhood and womanhood of the best communities of the best counties of this great State. Welcome, thrice welcome, the summer student!—*Athens Daily Messenger*.

While it may be regretted that the city of Athens cannot present the summer school students with a house and lot to insure their making this their permanent home, the little reception and concert planned for their benefit next Tuesday, ought to show, at least, that Athens appreciates their presence here.—*Athens Tribune*.

The Summer School Literary Society held its initial meeting of the year in Ewing Hall of Ohio University Friday evening, June 21st.

Officers for the Summer Term were elected as follows:

Walter Armstrong, of Ravenna, Ohio, President.

Miss Stella Van Dyke, Coolville, Ohio, Secretary.

B. M. Skinner, of Newark, Ohio, Chairman of Program Committee.

The address of the evening was delivered by Dean Henry G. Williams, of the State Normal School. It was in the nature of an address of welcome to the one thousand or more students attending Summer School. In his address he outlined the importance of a training such as can be gained in summer-school work, fitting the student for important positions as teacher.

and professors. One of the requirements of the modern teacher is to know considerable about scientific agriculture and Dean Williams touched upon this subject and spoke of the need of higher advancement in it.

Dean Williams spoke at length on the cost of ignorance, in education, rather than the cost of education. "There were 7,219 lives lost in Boston in one year through uncleanness." "This was taken up by a committee of ladies and in the year which they put forth their best efforts more than 2,000 lives were saved by the establishment of a clean milk depot."

Among other things he said: "If we spend \$150,000 to learn how to deal with the Chinese scale and save thereby a crop valued at \$500,000, is education costly?"

"We should not consider the cost of education but the cost of ignorance."

When the speaker said, that girls many times regard household duties lightly and of not much importance, while in the opinion of thinking people, the greatest work for women is the caring for a home that it may be a heaven on earth, he brought out long and enthusiastic applause.

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The Editor of the Popular Science monthly in writing an editorial upon the work of the University of Cincinnati has this to say about having one big state university:

"But centralization and great size have their dangers. It seems to be neither desirable nor possible for the university of a state to provide education for all its citizens. There are at present about twenty thousand students in the universities and colleges of the state of Ohio. The number has doubled in the past ten years and will probably again double in the course of a decade; within thirty years it may be expected to be between one and two hundred thousand. Under these circumstances it seems to be necessary that not only the state but also the larger cities should maintain universities."

The wisdom of the state of Ohio in fostering three universities, four with Wilberforce, is apparent to all who believe that education is for the many and not for the few. During the last collegiate year 1,832 different persons came to Ohio University. Many of these would have been deprived of educational opportunities had there been but one central institution of learning.

Eight respected alumni of the Ohio University who have become prominent and honored in their life work received the honorary degree of Master of Arts at the graduation exercises held on June 13, 1912. The eight are Samuel L. McCune, banker, of Cincinnati, Class of 1896; Strickland Gillilan, of Baltimore, Md., one of the most famous humorists of the country; Charles French Blake, of Baltimore, Md., Class of 1891, Professor of Surgery in the College of Physicians and Surgeons; Morris A. Henson, Class of 1892, Principal of the Jackson high school; Frank Warwick Moulton, of Portsmouth, Class of 1897, attorney; Josephus Tucker Ullom, Class of 1898, of Germantown, Pa., Physician; Clyde Ferdinand Beery, Class of 1893, of Akron, O., Attorney; Samuel Kennedy Mardis, of Columbus, Class of 1893, State School Inspector.

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The McEntee-Evison company of Shakespearean pastoral players gave two delightful presentations yesterday afternoon and evening on the University Campus back of Ellis Hall. "Twelfth Night" was given in the afternoon with Frank McEntee as Malvolio, steward to Olivia, Augusta True as Olivia, a rich Countess, and Millicent Evison as Maria, Olivia's waiting maid. The play was finely rendered. All the players did well and the big audience was immensely delighted.

In the evening "A Mid-Summer Night's Dream" was played with Miss Evison as Puck and McEntee as Bottom. The playing was simply grand and the audience showed its pleasure and approbation by frequent laughter and applause. Beautiful lighting effects were produced by lanterns and reflectors in an Ellis Hall window. The out-of-door playing was intensely realistic.

Much local interest was aroused by the appearance in both productions of Miss Augusta True, a Morgan County girl, who has appeared in Athens before.—*Athens Tribune*.

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A large number of students took advantage of the excellent swimming facilities offered at the Ohio University Gymnasium swimming pool, where young men and young ladies can learn to swim without the dangers of drowning that are found in a river.

Attendants were on hand to instruct the bathers and guard them from the dangers that would befall them in any river.





#### FAYETTE COUNTY

The ladies were instructed in the art of swimming every Tuesday and Thursday afternoon and every Saturday morning, while the young men used the pool every Monday, Friday, and Saturday afternoons. There was much sport in connection with the baths which afforded a splendid opportunity to enjoy a plunge in a cool pool of water.

All women students attending the Summer School of 1913 can be assured, in advance of their coming, of pleasant, comfortable quarters in Boyd Hall, Women's Hall, or in the homes of respectable, well-to-do people. No town in Ohio has better homes than Athens; and those who occupy them are noted for their public spirit and open-handed, unostentatious hospitality. All seeking educational help, under most favorable conditions, will make no mistake by finding quarters in Athens homes and entering Ohio University.

Regular weekly meetings of the Y. M. C. A. were held throughout the Summer-School

term. The large attendance of students attested the excellence of the exercises and the very general interest of the young men in them.

The Y. M. C. A. and Y. W. C. A. are in a prosperous condition. The members are a strong force for righteousness in the University. The men have excellent quarters in the Carnegie Library. The women have eligible and spacious quarters in the remodeled West Wing.

The Summer-School Literary Society was one of the earliest organizations formed after registration day had closed. Weekly meetings were held in the University Auditorium, no other room in the University buildings being large enough to accommodate the hundreds of students who attended the well-planned exercises.

The mid-summer concert, given by Edna Williamson, *reader*, Gertrude Grace Pickering, *reader*, Mac Slator Bethel, *pianist*, and Charles Don McVay, *violinist*, was held in

the University Auditorium on the evening of July 11th.

President Alston Ellis, of the Ohio University, Athens, Ohio, was in Cincinnati yesterday, stopping here on his way to Batavia, where he will deliver an address. Mr. Ellis, because of his wide experience in educational activities, has been greatly interested in the discussion caused several days ago by Mayor Hunt's suggestion that the University of Cincinnati be turned over to the state.

"State supervision of the Ohio University, the oldest state-controlled institution of higher learning in Ohio, has been a great success," he said. "Our plant has thrived under this system. Through direct taxation and special appropriations we get about \$200,000 from the state annually. Income from other sources amounts to approximately \$50,000, making a total income of \$250,000. We have an enrollment of 1,832 and at present our summer school accommodates 990 students.

"In Cincinnati you have different conditions and problems to meet, and I cannot say that the state-supervision plan would be best for the University of Cincinnati. Ohio has four state universities, which get from the state approximately \$1,500,000 a year."—*Cincinnati Enquirer*.

Prof. F. S. Coultrap, Principal of the State Preparatory School, gave two days of attendance upon the sessions of the Ohio Teachers' Association held at Cedar Point the last week in June. Prof. Coultrap received the honor of a re-election for a term of four years as a member of the Board of Control of the O. T. R. C., a position he had already occupied for ten years. It is gratifying to the many friends of Prof. Coultrap to know that he has been accorded this unusual distinction in recognition of his superior qualifications for this position.

Wouldn't it be wise for Athens to give some sort of formal official recognition of its appreciation of the presence of the thousand summer students attending the summer term of the State Normal? They are going to leave a nice bunch of money here with our citizens during the six weeks' course, and the enrollment includes teachers from nearly every county in the State. A little courtesy and demonstration of appreciation go a long way in advertising the town.

We are all agreed on this matter of course, but how shall it be done?—*Athens Messenger*.

The two-room schoolhouse in Mechanicsburg, in which the Rural Training School of the State Normal College has been housed, is to be torn down and replaced by a modern structure of four rooms. The plans for the new building have been approved by the State authorities and the work of construction is now well under way. The building will be of frame construction. The total cost will be \$7,000.

Prof. Frederick Treudley, on the evening of July 2nd, gave a lecture on Italy in Music Hall. The lecture was illustrated by stereopticon views. A large crowd was in attendance and greatly enjoyed the entertainment and instruction given. Prof. Treudley's lectures are always popular.

Strickland Gillilan very cleverly turned the subject of his toast, "The Joke Factory," at the alumni dinner to his *alma mater*, by saying he didn't know whether it referred to him or the colleges over the country. Universities and colleges, whether they desire it or not, turn loose each June a great number of jokes, each bearing a be-ribboned roll of paper inscribed in Latin and presumably declaring that the bearer possesses certain scholarly attainments, and is therefore entitled to respect and consideration. In many instances, too many in fact, these dignified credentials could not be used for identification in case of accident. They savor too much of the popular obituary notice, which ascribes qualities never possessed by the subject.

The dull laggard who after repeated efforts is admitted to the commencement platform receives the same credentials, the same certificate, as the one who has been active and alert, as the one who has gathered much and absorbed much during his course, and is therefore equipped to meet the problems of life in an intelligent and a forceful manner.

The university can't supply brains to its students, and if it cannot arouse one to a proper sense of his stupidity, it has no other recourse, if the minimum requirement is complied with, than to issue credentials and turn the joke loose on the public. They all soon find their niche and classification in life, and learn sooner or later that it's what you are, rather than what is said of you, that determines the real man.—*Athens Daily Messenger*.





#### JACKSON, GALLIA, AND PIKE COUNTIES

James Ball Naylor, the author and poet, spoke at the University Auditorium on Thursday evening July 18, and hundreds availed themselves of the opportunity to hear the author of "Ralph Marlowe," "The Kentuckian," etc. For years Dr. Naylor has been a writer of what he is pleased to call "Songs from the Heart of Things," many of which have been published in the leading magazines of the country. He is a born actor and recites his poems and spins his own yarns in a charming manner.

The Summer School of Ohio University and the State Normal College, for 1913, will begin Monday, June 23rd and close Friday August 1st. No effort will be spared to make the work offered of wide range and of a high order of academic and professional excellence. All departments of the State Normal College will be in session, and teachers who desire to prepare for professional recognition under recent legislative requirements will find advantages of superior excellence in the Summer School at Athens. Many students in the Summer School of 1912 were doing regular work in some one of the

courses in the University and the State Normal College. Teachers are strongly urged to prepare now for that professional recognition which a diploma from the University or the State Normal College carries with it.

The Education Department of the State of New York now gives the diplomas of the graduates of Ohio University and those of the State Normal College full recognition in the law schools of the Empire State and in the matter of awarding licenses to teach in the public schools.

The following letter shows the action recently taken by the New York Board of Regents:

State of New York  
Education Department

ALBANY, May 7, 1912.  
President ALSTON ELLIS,  
Ohio University,  
Athens, Ohio.

DEAR SIR:

This is to inform you that at the meeting of the Board of Regents held May 2nd, the

B. A. and B. S. degrees of Ohio University were registered under both sections 403 and 404 of the Regents' Revised Rules. Under the former section they are recognized as meeting the requirements of the Court of Appeals relative to law students, and under the latter section they are recognized as meeting the requirements for teachers' licenses. The degree of B. S. in Education was also registered as meeting our professional requirements for teachers' licenses.

Yours truly,

A. S. DOWNING,  
First Assistant Commissioner of Education.

The Schoolmasters' Conferences were held the fifth week of the Summer School. One session was given to each of the following topics:

#### **Methods of Teaching Reading.**

Conference conducted by Miss Charlotte M. Armstrong, Nashville, Tenn., for the New Education Method; by Miss Lillian Sneed, Gallipolis, for the Ward Method; Dr. W. L. Gard, State Normal College, for the Montesori Method as it applies to Reading and Writing; other methods, such as the Aldine and Phonetic Methods, were presented.

#### **Sources of Waste in Education.**

Conference led by Hon. J. W. Zeller, of Columbus. Discussion opened by Dean Henry G. Williams, State Normal College. General discussion by others interested.

#### **The Rural-School Problem.**

Conference led by Hon. John W. Zeller, of Columbus. Discussion opened by Prof. J. J. Richeson, State Normal College, and continued by general discussion.

#### **Indictments Against the Public Schools.**

Conference led by Supt. H. E. Conard, Gallipolis. The shortcomings of our systems of education and proposed remedies. General discussion.

#### **The Uniform Examination System in Ohio.**

Conference led by Mr. J. L. Clifton, Examination Clerk, State School Commissioner's office. How may the system be improved? What legislation should we advocate touching our methods of certificating teachers?

Under the guiding hand of President Ellis the athletic field of the Ohio University has taken on a different appearance in the last few months and especially in the past ten days. For several years the local institution has had the finest college athletic field in the state but of late it has even been made more attractive and useful.

The park has been extended to the river and fences built all the way to the stream. This part of the ground is being filled and leveled and will soon be in sod. The outfield of the ball field and gridiron is now in velvety sod, far better kept than many lawns and very attractive.

The Class of 1912 of Ohio University has erected a beautiful gateway on East Union street, leading to the magnificent college buildings, a gateway that stands as a monument to their passing from college life in Athens.

It is a beautiful piece of work, and is not only appreciated by the citizens of Athens in general, but by the traveling public as well. It attracts attention and materially assists in beautifying that part of Athens.

Someone has suggested another and more important step along this line, that will be of still greater significance, namely, that action be taken at an early date to erect a still more elaborate gateway at the north-west corner of the College Campus, at the intersection of South Court and East Union streets, and instead of having the campus path where it is at present, let it start at the corner of the grounds where the new gateway would be placed.

With the proper kind of a gateway entrance at this particular point the university grounds, now beautiful, would be still more attractive, and would create much favorable comment and would be a lasting advertisement to Ohio University and the city of Athens.

Here is an opportunity for a number of public-spirited citizens, with the assistance of the University faculty, summer and normal school students, and others so inclined, to distinguish themselves. Let us hope that before the snow flies another grander gateway will stand at the entrance to the campus on the corner of South Court and East Union streets, where it would be seen to good advantage by most everybody that comes to Athens.—*Athens Morning Journal.*





#### PICKAWAY COUNTY

Ohio University Summer School now has a registration of 997 bona fide students pursuing regular work in the various courses. This number does not include the 247 enrolled in the Kindergarten, Rural Training School, and the Elementary Training School. There are 19 in the former, 56 in the second named, and 172 in the last named. These students bring the total up to 1,244. Other Ohio colleges count such students in the regular enrollment, while Ohio University does not.

As a matter of fact, practically 1,250 students are pursuing work at the local institution, and the teaching force numbers nearly 100 more. It's the greatest Summer School in the State, and is destined to become greater.—*Athens Daily Messenger*.

Immediately after commencement Dean E. W. Chubb left for Philadelphia and Easton, Pa. At Easton he attended the 25th anniversary of the graduation of his Class of 1887 from Lafayette College.

At the Lafayette commencement he made a short memorial address in honor of Dr. Francis A. March, who died during the past collegiate year at the ripe old age of 86. Dr. March was, perhaps, the most distinguished linguist in the country at the time of his death.

He was the editor of the Standard Dictionary, author of an Anglo-Saxon grammar, and of numerous other works. He had received the doctor's degrees from Oxford and Cambridge, and from the greatest American universities. Under him Dr. Chubb received his doctor's degree, being one of the very few men to have this honor.

The Chinese students who attended the Summer School are as follows:

G. G. Law, came from Canton, China, to Portland, Oregon.

P. G. Young, son of a rice dealer, doing business in New Orleans in 1908; now a resident of Chicago, Ill.

K. C. Tong, a teacher in China whence he came to New York in 1908.

L. K. Leon, born in Singapore of parents who originally came from Canton, China.

K. T. W. Tsui, a teacher in China, later a newspaper writer in San Francisco.

M. D. Lu, from the province of Shangtung, China.

J. D. Bono, from the province of Kiangsi, China.

W. K. Lim, born in Sumatra of parents from the province of Tookien, China.

All these students expect to go back to China and engage in the work for which they are here preparing.

One of them said recently:

"The objects of the Chinese students in coming to America are manifold, but the following will sufficiently show what feelings and desires they have and cherish for their country and people, and their American friends. They come here not only because they are prompted with the desire of receiving western education, but also because they desire, more especially, during their stay here, firstly, to create a better understanding between their American friends and their people at home, for by so doing the friendship existing between America and China, as nations of the world, may be made closer; and, secondly, after the completion of their respective studies, when they return to China to labor for the general good of their country and people—develop and uplift their country, and help enlighten their people.

"The Chinese students, each and every one of them, beg very sincerely to thank the good people of Athens for the many, many kindnesses which they have shown and are to-day showing towards them. They do not employ any figure of speech at all when they say this, and if there is one place in America where they like to stay during their few years in this country, it is in Athens. On account of some special studies that the majority of them are now pursuing, such as agriculture, combined course of art and medicine, and combined course of art and electrical engineering, they are obliged to leave Athens for other cities whose institutions offer such studies. Athens, they say, has become—if not a home—like a home to them all."

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*The Popular Science Monthly*, July, 1912, in commenting on the contents of a recent bulletin relating to medical education in Europe, issued by the Carnegie Foundation for the Advancement of Teaching, uses the following language as a part of a somewhat extended editorial:

"The foundation refused to give pensions to the professors of the University of Illinois at Urbana on the ground that its medical school in Chicago did not maintain standards sufficiently high, and the University has just now abandoned its medical school. This may have been the best thing to do, but it seems undesirable

that a private foundation should be able to dictate by purchase the educational policy of a state university.

"The conditions are of such great educational and public concern that they should be clearly understood. The powers of the Carnegie Foundation may be illustrated by an example. It was originally established to grant pensions for length of service as well as for old age and disability. The length of service pensions were abandoned through lack of means, but the trustees, practically all of whom are university or college presidents, instructed the executive committee to "safeguard the interests" "of those whose twenty-five years of service includes service as a college president." Under this clause Dr. Wilson, when retiring from the presidency of Princeton University to be a candidate for governor of New Jersey, applied for the pension to which he was entitled by his services. The application was refused, and in some way information in regard to the matter was made public to Governor Wilson's political injury. The trustees at their last meeting rescinded the resolution in favor of the university president, and Dr. Pritchett states in his report that "no person has ever been retired under this authority." But the president of the State University of Iowa, not in an accepted institution and not eligible to retire for age, was granted a pension in August, 1911. The members of the executive committee of the foundation are in politics strongly opposed to Governor Wilson, and the secretary of the foundation was elected to the vacancy caused by the retirement of the president of the University of Iowa. Their action may have been altogether uninfluenced by these considerations; but they illustrate the dangers possible under a centralized pension system in which the pensions may be used by the president and the executive committee for ulterior purposes."

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#### CONVERSATION.

President Alston Ellis, of the University of Ohio, speaking before the National Speech-Arts Association at Minneapolis, said that "conversation was a lost art made up largely in recent years of felicitations delivered in the form of platitudes, interspersed with slang phrases."

Most people are too sycophantic to be entertaining, or even agreeable, at times. They feel that the first thing to do to a stranger, just





VINTON COUNTY

made into an acquaintance, is to flatter him until his ears ring.

Public men are almost invariably subjected to flattery, the kind that is usually unpleasant. The patriotic voter is presented to his Governor and says:

Well, well, is this Governor Gab? Why, suh, I remember the time when you spoke on "The People's Rights" down at Hogan's Mill, and I said to our high sheriff, who was standing close by, "There speaks the smartest man that ever run for office."

But going back to President Ellis's lost art: What is a good talker, an interesting conversationalist?

We have found those who had something to say, those with agreeable temperaments and plenty of manners, were the most interesting talkers. One need not be handsome to be a good talker. One need not hold a monopoly on adjectives to be interesting. Due consideration of the other person's point of view and his feelings, without being too sycophantic, we should say, is essential.

And further, let us observe the fact that it is seldom if ever pleasant to the other fellow, to hear our troubles and sorrows extolled. If the personal pronoun is to be a feature of the ver-

bal performance, let it appear in the lighter vein. One can tell a good story on himself and win more popularity than if he talked a week on the extravagance of his family, or the tubercular strain that is thought to run through his system.

It is worthy of passing notice also, that in order to be a good talker it is not necessary to be the only talker. Let the other fellow try his hand now and then.—*The Advertiser, Montgomery, Ala.*

### THE LOST ART OF CONVERSATION

Addressing the convention of the National Speech-Arts Association, meeting at Minneapolis, President Ellis, of the University of Ohio, declared that conversation was a lost art "made up largely in recent years of felicitations, delivered in the form of platitudes, interspersed with slang phrases." Conversation, like the art of letter-writing, is no longer cultivated generally. For the decline, the telephone and the telegraph may be somewhat to blame. But there are many other contributing causes for the unpopularity of real conversation. For the last dozen years a few public men seemed to have monopolized the talking. Instead of making up its mind for itself and expressing its opinion with



#### HOCKING COUNTY

its former independence and vigor, the public appears to be willing to let that important task be performed by proxy. There was a time, too, when people stayed at home more than at present and found entertainment and instruction in conversation. The automobile, the moving picture show, and countless modern inventions have helped to change that custom. This rapid-fire generation is coming to consider leisurely, thoughtful conversation a bore and a waste of time. It involves the necessity for sustained thought, an exercise which twentieth century young people, especially, view with impatience.

The National Speech-Arts Association, which is composed of teachers of elocution and oratory, will scarcely help to revive the art of conversation. Its recrudescence depends upon a change in the mental attitude and the custom of the people. We have all the oratory, the talk of a monologuistic character, that we require, but the true conversationalist is rare.—*Evening Bulletin, Philadelphia, Pa.*

#### CONVERSATION—A LOST ART.

At the Minneapolis National Speech-Arts Association last Wednesday, President Ellis, of the Ohio University, made an address in which

he declared that "conversation was a lost art, made up largely in recent years of felicitations delivered in the form of platitudes, interspersed with slang phrases." That is a faithful description. It may be said to be a symptom of the lack of sober thinking. There are so many sports, amusements, frolics, novels, flighty music, these days, that they may be said to keep the mind from intellectual work.

There is such a persistency in frivolity and fun that the mind is not given to healthy exercise, and so it takes up whims and conceits, to which one's language easily adjusts itself. When a person's life is earnest and real, that condition finds itself expressed in words. A shallow and empty mind naturally expresses itself in weak and flippant talk. When a person hasn't anything worth saying, his language shows it.—*Ohio State Journal.*

#### At the Smaller College.

Ohio has several excellent colleges. They are not as great possibly as Cornell or Harvard, but they are just as good for real education. A small college that knows its president and professors, and can associate with them and feel the influence of their personality, if they have any worth feeling, is the best college for a



boy who wants an education of character, self-reliance, inspiration, and progressive spirit.

We think that parents ought to consider whether it would not be best to send their boys to these smaller colleges. After all is said and done, half of the opportunity is in a boy's heart and head, and he can use that as well in a quiet, out-of-the-way college as he can in some loud and blustery institution in the East. It is all right to go there, but it is all right, too, to stay nearer home, where the man himself is on deck and you are by his side.

The education a man gets at one of these smaller colleges, if it is a good one, will stay with him and figure as prominently in his life as if he had got it in one of the million dollar establishments.—*Ohio State Journal*.

**President Ellis** is coming to his own as president of the Ohio university. The time has arrived when his persistent and indefatigable work for the university is universally recognized. The earlier years of his administration, before his motives were understood, were made almost intolerable with petty strife and dissension. He rattled the dry bones of complacency, the greatest enemy of progress, and the intrusion was resented, but with masterly generalship he overcame all obstacles, and his board of trustees to-day stand behind as a solid wall, and harmony and co-operation throughout the institution prevails. Ellis is now understood, and is therefore appreciated. One of the many evidences of good will was the silent testimony of the reception given by President and Mrs. Ellis yesterday afternoon, when nearly six hundred college and townspeople called and paid their respects—at least two hundred more than had called on any previous occasion under any administration.—*Athens Daily Messenger*.

### OHIO'S SUMMER STUDENTS WERE GUESTS OF HONOR

The Athens Commercial Club achieved its greatest social success when it entertained the student body of the summer term of the Ohio University, numbering in excess of 1,000 superintendents, principals, and teachers, representing every county in the state of Ohio, together with its members and their wives.

Never since the famous Beaton dinner has anything of such proportions been undertaken,

and may it be said to the great credit of the entertainment committee, composed by C. B. Henderson, A. O. Sloane, B. O. Skinner, and Miss Ida Bowser, and the sub-committees, that the crowd of nearly 1,500 was handled with ease and facility without a hitch or jar, and all were served promptly and pleasantly.

The entertainment was informal throughout and began at 7:30 o'clock with a concert program by the Athens Red Men's Band, given on the steps of Ewing Hall.

President F. W. Bush, of the Commercial Club, gave a short address of welcome to the students, and in part said:

*Ladies and Gentlemen, Students of the Summer Term of the Ohio University:*

On behalf of the Athens Commercial Club, composed of 360 of the enterprising citizens of Athens, I bid you welcome to this occasion arranged and provided by the club for your pleasure and entertainment as a slight testimonial of our appreciation of your six weeks' sojourn here with us during the summer season.

We recognize that in this body of 1,003 students, every county in Ohio and every adjoining state is represented. We are proud of the fact that in this little city we have an educational institution whose merit and fame have attracted you to its doors at a time when the educational world generally is taking a vacation. We also appreciate the fact that even with superior advantages offered by the Ohio University, you would not have been here had there not been a laudable ambition in you better to equip yourselves for your noble work as superintendents, principals, and teachers in the public schools of this great state.

Your industry, your devotion to your work, your persistent continuity of purpose in spite of uncomfortable weather, your daily walk and conversation, all betoken the kind of metal in you, and it is that kind of stuff of which stalwart citizenship is made; hence we greet you to-night as the warp and woof of the best citizenship of Ohio.

President Ellis responded in behalf of the student body, and assured the Club that this innovation on the part of Athens was not only highly pleasing to the students, but to the University as well, declaring that the success of the University is in no small manner due to hospitality of the citizens of Athens in taking the students into their homes and making a home life for them. He declared that in



MERCER, DARKE, SHELBY, AUGLAIZE, AND MIAMI COUNTIES

responding to the welcome he was peculiarly pleased to serve in a dual capacity of host and guest. Officially he represented the students, and personally he was a part of the citizenship, hence he could assure the students of the kindly generous feeling with which they are regarded by the citizens, and also could speak for the students of their appreciation of courtesy and kindly treatment throughout the term. He highly complimented the press of Athens for its generous support of the institution all the time, and especially for its help in giving publicity to the many functions of a public nature of the summer term just closing.

At the conclusion of President Ellis's address, the students were invited to repair to the Gymnasium, where ice cream, cake, and punch were served by a volunteer squad of Commercial Club members. Everybody was admitted by ticket, the first 540 guests being seated and served before 8 o'clock. Twice, and almost three times, was the gym filled, and everything went as smoothly as if such events were a nightly occurrence. Up until 9 o'clock the band concert continued, and a very pleasing program was

rendered. The Umphus string orchestra furnished the music in the gymnasium, and was roundly applauded.

The students generally feel highly pleased with the entertainment, and individual expressions of a complimentary nature were heard on every hand. Every student-teacher will go to his respective home this week entertaining a kindlier sentiment for Athens, and will spread far and wide the enterprise of the Athens Commercial Club for the delightful entertainment.

—*Messenger*.

#### PROGRESS IN RURAL EDUCATION IS REAL

**Prof. C. H. Lane, National Agricultural Expert,  
Talks to Summer School Students.**

The first of a series of lectures by Prof. C. H. Lane, of the United States Department of Agriculture, at Washington, was delivered before a large number of the agricultural students of the University.



Prof. Lane began his talk by the statement that the most prominent feature of the recent progress in rural education was the teaching of agriculture, elementary science, manual arts, and home economics in the elementary and secondary schools; and in this instruction the state, nation, and business world have shared. The teaching of these subjects, Prof. Lane stated, was vital to the welfare of the nation. In the past two years the number of institutions reported as teaching agriculture has trebled. The area served by these institutions varies in different states from a single county to a large indeterminate section. Wisconsin was the first state to establish county agricultural schools. The number of public and private schools now receiving students in agriculture is 1,886, and 285 of these receive state aid, while 1,601 started the work without such aid. In 1910, there were only 432 such schools. Ohio has 336 high schools teaching agriculture; and in the country, in 1910, there were 37,000 students in agriculture in public and private high schools. Virginia was the first state to aid the teaching of agriculture, home economics, and manual arts in 1908. In all the state, about \$400,000 will be spent this year in this way.

The preparation of teachers to teach agriculture is one of the serious problems of the movement. Sixteen states have passed laws requiring teachers to be examined on this subject. The facilities for training teachers along vocational lines are inadequate. The state normal schools are doing what they can for such work but their time is limited and they enroll only a small percentage of those who teach in the rural schools. Their students largely go into the graded schools and village and city schools. Counting all schools giving instruction in agriculture to teachers there are about 400 in all. Trained teachers for the high-school courses in agriculture are also scarce, and to one ready to

go into such work there come many offers. Permanence of agricultural teaching is secure in special high schools as state aid furnishes the training of the teachers and local taxation is not affected. Work similar to that now being carried on in the State Normal School of Ohio University in training teachers was commended.

The O. U. Summer students attended the last chapel exercises for the present year Thursday morning July 25th. These exercises embraced speeches by Dean H.G. Williams, President Ellis, and Prof. C. H. Lane, and occupied over an hour. After appropriate remarks from Dean Williams, Dr. Ellis made his farewell address to the students, in the course of which he took occasion to point out some of the advantages attaching to the O. U. Summer School. Among these capable instructors, good accommodations, and low expenses were mentioned. The speaker stated that the actual salary outlay for this summer term had been \$7,115 while \$10,000 would not more than cover the total cost. Of this, \$2,000 was received from the state under a special appropriation, and \$3,015 paid in by students as tuition.

Dr. Ellis stated further that the next summer term would be held a little later in the summer than this, June 23 to August 1, 1913. The announcement for same is now in the hands of the printers and will be out the latter part of August. The Bulletin will be an attractive booklet of 300 pages, and will cost the University 25 cents for each of the 6,000 copies that will be distributed.

Professor Lane of the U. S. Department of Agriculture followed with a short speech in which he urged the teachers to have a definite object in mind while doing their school work, and especially to be in love with their work and the people among whom they labored.—*Tribune.*



# FACULTY

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## Ohio University and the State Normal College

ALSTON ELLIS, PH. D., LL. D.,  
*President.*

EDWIN WATTS CHUBB, LITT. D.,  
*Dean of the College of Liberal Arts, and Professor of Rhetoric and English Literature.*

HENRY G. WILLIAMS, A. M., PED. D.,  
*Dean of the State Normal College, and Professor of School Administration.*

ELI DUNKLE, A. M.,  
*Registrar of the University, and Professor of Greek.*

DAVID J. EVANS, A. M.,  
*Professor of Latin.*

FREDERICK TREUDLEY, A. M.,  
*Professor of Philosophy and Sociology.*

WILLIAM HOOVER, PH. D., LL. D.,  
*Professor of Mathematics and Astronomy.*

ALBERT A. ATKINSON, M. S.,  
*Professor of Physics and Electrical Engineering.*

HENRY W. ELSON, PH. D., LITT. D.,  
*Professor of History and Political Economy.*

OSCAR CHRISMAN, A. M., PH. D.,  
*Professor of Paidology and Psychology.*

WILLIAM FAIRFIELD MERCER, PH. D.,  
*Professor of Biology and Geology.*

WILLIAM B. BENTLEY, PH. D.,  
*Professor of Chemistry.*

LEWIS JAMES ADDICOTT, B. S., C. E.,  
*Professor of Civil Engineering*

P. A. CLAASSEN, A. B., PH. D.,  
*Professor of Modern Languages.*

WILLIS L. GARD, A. B., PH. D.,  
*Professor of the History and Principles of Education.*

FLETCHER S. COULTRAP, A. M.,  
*Principal of the State Preparatory School.*

HIRAM ROY WILSON, A. M., LITT. D.,  
*Professor of English.*

EDSON M. MILLS, A. M., PH. M.,  
*Professor of Mathematics.*

CHARLES M. COPELAND, B. PED.,  
*Principal of the School of Commerce.*

JAMES PRYOR MCVEY, PH. B.,  
*Director of the College of Music.*

THOMAS N. HOOVER, M. PED., A. M.,  
*Professor of History.*

WILLIAM F. COPELAND, PH. M., PH. D.,  
*Professor of Agricultural Instruction.*

WILLIAM A. MATHENY, PH. M. PH. D.,  
*Professor of Civic Biology and Botany.*

CLEMENT L. MARTZOLFF, M. PED.,  
*Alumni Secretary and Field Agent.*

HARRY RAYMOND PIERCE,  
*Professor of Public Speaking.*

FREDERICK C. LANDSITTEL, M. S. in Ed.,  
*Professor of the Art of Teaching.*

C. M. DOUTHITT, M. D.,  
*Director of Indoor Athletics.*

ARTHUR W. HINAMAN,  
*Director of Field Athletics.*

EMMA S. WAITE,  
*Principal of the Training School.*

JOHN J. RICHESON, B. PED.,  
*Professor of Physiography and Supervisor of Rural Training Schools.*

LILLIAN GONZALES ROBINSON, A. M.,  
Dr. es LETTRES,  
*Professor of French and Spanish.*

CONSTANCE T. MCLEOD, A. B.,  
*Principal of the Kindergarten School.*

ELIZABETH H. BOHN,  
*Principal of the School of Domestic Science.*

MARY ELLEN MOORE, A. M.,  
*Assistant Professor of Latin.*

EMIL DOERNENBURG, PH. B., A. M.,  
*Assistant Professor of German.*





## HAMILTON AND BROWN COUNTIES

CLINTON M. MACKINNON, A. M.,  
*Assistant Professor of English.*

EVAN JOHNSON JONES, Ph. B.,  
*Instructor in History.*

CHARLES OWEN WILLIAMSON, M. S.,  
*Instructor in Manual Training.*

MARIE A. MONFORT, B. O.,  
*Instructor in Oratory.*

BERTHA T. DOWD,  
*Dean of Women's Hall.*

WILLANNA M. RIGGS,  
*Dean of Boyd Hall.*

KATE DOVER,  
*Instructor in Kindergarten.*

MARGARET EDITH JONES, MUS. B.,  
*Instructor on the Piano and in Harmony.*

CLAUD C. PINNEY, MUS. B.,  
*Instructor on the Piano, the Organ, and in Theory.*

NELLIE H. VAN VORHES,  
*Instructor on the Piano and Virgil Clavier.*

PAULINE A. STEWART,  
*Instructor in Voice Culture.*

ANN ELLEN HUGHES, MUS. B.,  
*Instructor in Voice Culture.*

BESSE IRENE DRIGGS,  
*Instructor on the Piano*

JOHN N. HIZEY,  
*Instructor on the Violin.*

MARIE LOUISE STAHL,  
*Instructor in Drawing and Painting.*

MARY J. BRISON, B. S.,  
*Instructor in Drawing and Handwork.*

MARY ENGLE KALER, Ph. B., B. Ped.,  
*Instructor in English.*

HELEN HOAG,  
*Instructor in Domestic Science.*

MINNIE F. DEAN,  
*Instructor in Stenography.*

GRACE MARIE JUNOD, Ph. B.,  
*Instructor in Typewriting.*

EUGENIA MAY LISTON,  
*Instructor in Public-School Music.*

CHARLES G. MATTHEWS, Ph. M.,  
*Librarian.*

CARRIE ALTA MATTHEWS, A. M.,  
*Assistant Librarian.*

CALLA ERNESTINE COOLEY, Ph. B.,  
*Assistant Librarian.*



ATHENS COUNTY





## WEST VIRGINIA CLUB

EUGENE F. THOMPSON,  
*Secretary, President's Office.*

JULIA L. CABLE,  
*Stenographer, President's Office.*

WALKER E. McCORKLE, M. S.,  
*Instructor in Biology.*

JAMES W. BUCHANAN,  
*Assistant in Biology.*

GEORGE E. McLAUGHLIN,  
*Instructor in Electricity and Workshop.*

GEORGE C. PARKS, Ph. B.,  
*Instructor in Commercial Branches.*

WILLIAM R. CABLE, B. S. in Ed.,  
*Assistant in Registrar's Office.*

FRED C. LANGENBERG, B. S.,  
*Instructor in Physics.*

JOSHUA R. MORTON, M. S.,  
*Assistant Professor of Chemistry.*

HOMER GUY BISHOP, M. S.,  
*Instructor in Paidology and Psychology.*

LENA E. CORN, A. M.,  
*Instructor in French and Spanish.*

KEY ELIZABETH WENRICK,  
*Instructor in Public-School Drawing.*

ELIZABETH MUSGRAVE,  
*Critic Teacher, First-Year Grade.*

AMY M. WEIHR, Ph. M., B. Ped.,  
*Critic Teacher, Second-Year Grade.*

ELSIE S. GREATHEAD,  
*Critic Teacher, Third-Year Grade.*

WINIFRED L. WILLIAMS,  
*Critic Teacher, Fourth-Year Grade.*

MARGARET A. DAVIS,  
*Critic Teacher, Fifth-Year Grade.*

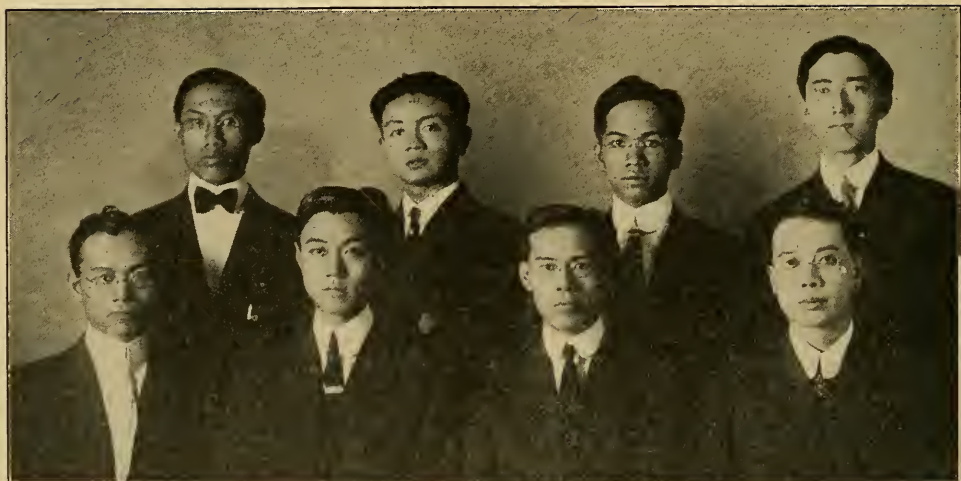
CORA E. BAILEY, B. Ped.,  
*Critic Teacher, Sixth-Year Grade.*

MARGARET L. TILLEY,  
*Critic Teacher, Seventh-Year and  
Eighth-Year Grades.*

HAIDEE CORAL GROSS,  
*Teacher, Rural Training School.*

EDITH A. BUCHANAN,  
*Teacher, Rural Training School.*

CLYDE O. GIBSON,  
*Curator of the Gymnasium.*



THE CHINESE CLUB

### RECENT ADDITIONS TO THE CORPS OF INSTRUCTORS AT OHIO UNIVERSITY

1. C. M. Douthitt, M. D.,  
*Director of Indoor Athletics.*
2. Elizabeth H. Bohn,  
*Principal of the School of Domestic Science.*
3. Clinton N. Mackinnon, A. M.,  
*Assistant Professor of English.*
4. Claud Charles Pinney, Mus. B.,  
*Instructor on the Piano, the Organ, and in Theory.*
5. Lena E. Corn, A. M.,  
*Instructor in French and Spanish.*
6. Grace Marie Junod, Ph. B.,  
*Instructor in Typewriting.*
7. Fred C. Langenberg, B. S.,  
*Instructor in Physics.*
8. Helen Hoag,  
*Instructor in Domestic Science.*
9. James W. Buchanan,  
*Assistant in Biology.*
10. Julia L. Cable,  
*Stenographer in President's Office.*
11. Clyde O. Gibson,  
*Curator of the Gymnasium.*

Dr. Douthitt is a graduate of the Starling-Ohio Medical College, Columbus, O. He has had wide and valuable experience in Y. M. C. A.

work in Steubenville, Hamilton, and Columbus, in each of which cities he came in direct touch with the work in physical education.

President L. H. Schuh, Capital University, Columbus, O., says: "Prof. C. M. Douthitt has taught our classes in physical training for four years to our entire satisfaction. His health talks to our school have been very profitable."

Dr. Douthitt will have charge of the indoor or gymnasium work. Mr. Arthur W. Hinaman will continue his effective management of all field work, particularly directing the activities of all who are to take part in intercollegiate games, such as football, basket ball, and baseball. Both instructors will take part in preparing contestants in track meets and the like.

Miss Bohn succeeds Miss Anna H. Schurtz who recently resigned the position she has so ably filled as Principal of the School of Domestic Science. Miss Bohn, a graduate of the Stout Institute, Menomonie, Wisconsin, comes to Athens with strong testimonials from President L. D. Harvey and a number of educators equally well-known. In addition to her special training at Stout Institute she has credit for high-grade scholastic work at DePauw University, Greencastle, Indiana, and at the University of Illinois, located at Urbana-Champaign. Her teaching experience has been secured in a township high school at Centralia, Ill., in the Dunn County Normal, in the graded schools of Centralia, Ill., and, lastly, in the Streator



Township High School as head of the Department of Domestic Economy.

Prof. Mackinnon graduated from Clark College in 1909 and then became a University Scholar in English at the Yale University, 1909-'10, then Fellow in English at Yale, 1910-'11, and during the past year was instructor in English at Lafayette College, Easton Pa. His professors at Yale and Clark speak of his scholarship and character in the highest terms. Prof. W. L. Phelps writes of him as "a well equipped man;" Professor Hoyt, of Clark University, writes that "he is possessed of excellent enthusiasm well held in check;" and Dr. S. P. Copen, of Clark, writes, "Mr. Mackinnon is a rare man. While he was here he was the best student in literary matters that we had . . . . He is well-bred, is very magnetic, with a keen sense of humor. While here he was exceedingly popular both with the students and faculty."

Prof. Pinney, comes from Norwalk, Ohio, where as organist and choir leader in one of the prominent churches he has had a very successful career. He is a graduate of the Oberlin Conservatory of Music and comes from that institution with flattering recommendations from the Director and others conversant with his musical attainments and teaching ability.

Miss Lena Corn, is an A. B. from the University of Oklahoma, located at Norman. She became a graduate student at Ohio University in September 1908, and received the degree of A. M., in course, after one year in residence. After taking her master's degree at O. U., she accepted a position at Switzer College, Itasca, Texas, from which place she will come in September next to be connected with the O. U. Department of Romance Languages.

Miss Grace Junod is an Athens product and has her degree from Ohio University under date of June 15, 1911. After graduating she accepted a position in the Troy, Ohio, public schools and had charge of the commercial work scheduled

in the course of study. She will come to her new position familiar with the work to be done and thoroughly competent to perform it.

Mr. Langenberg is a graduate of O. U., Class of 1912. He completed his college course some months prior to receiving his degree and at once entered Harvard University, the better to prepare himself for the work he has ahead. He succeeds Mr. Howard A. Pidgeon, recently resigned, who has done acceptable teaching service in the Department of Physics and Electrical Engineering for the last two years.

Miss Helen Hoag, comes to the position in the Department of Domestic Science made vacant by the resignation of Miss Edna H. Crump.

Miss Hoag graduated from the Stout Institute in June last. Before entering upon her special work, she had received nearly two years of academic training in the University of Minnesota. She has had teaching experience in the Menomonie, Wisconsin, High School and in the Dunn County Agricultural School, in the same state.

Mr. Buchanan is an O. U. undergraduate student, now of Senior rank, who has shown special aptitude in the subjects taught in the Department of Biology.

Miss Julia Cable has had training in the O. U. School of Commerce, well fitting her for the stenographic and typewriting work which her position in the President's office requires. She has been doing special work, the last year, in assisting the Alumni Secretary in his correspondence and in acting as custodian, at stated times of the University Museum.

Mr. Clyde Gibson, the popular athlete, is an undergraduate at O. U. with Senior rank. His duty is to have general care of the University Gymnasium and special care of the steel lockers and their belongings. For the college-year 1912-'13, Mr. Gibson will captain the football and basket ball teams of the University.



# LIST OF STUDENTS

Ohio University Summer School, June 17, 1912—July 26, 1912.

Adams, Elma Florence.....	Lisbon	Bouts, John Edward.....	South Webster
Addicott, Cora Elizabeth.....	Williamsfield	Bouts, John Harry.....	South Webster
Addicott, Harold.....	Athens	Bowers, Ramona Mae.....	Athens
Aler, Bertha Florence.....	Zanesville	Bowles, Hal Chalfan.....	Dexter
Allen, Henry Monroe.....	Bloomingsburg	Bowlus, Grace.....	Fremont
Allison, Edna Corinne.....	Leith	Bowman, G. Arvene.....	Edison
Allison, Eliza Maude.....	Toronto	Braden, Alma Doris.....	Knights town, Ind.
Allison, Hilda Mae.....	Leith	Bradfield, Bessie Gladys.....	Chauncey
Altland, Gertrude Alice.....	Massillon	Bradfield, Laura Mabel.....	Pomeroy
Amerine, Ivan Robert.....	Creola	Bradley, Edith Mary.....	McGregor, Iowa
Anderson, Daisy Belle.....	Newcomerstown	Brannon, George Fulton.....	Key
Anderson, Lena Malinda.....	Newark	Breitenbecher, Elva Mae.....	Trenton
Anderson, Martha Esther.....	Newcomerstown	Breyfogle, Myrtle Belle.....	Athens
Anderson Mary Emma.....	Portsmouth	Brickles, Lucy Inez.....	Nelsonville
Anderson, Mary Mae.....	Hillsboro	Brisson, Maude Lauretta.....	West Gore, N. S.
Andrews, Mary Chase.....	McConnellsville	Brock, Glenna May.....	Shawnee
Andrews, Nellie Belle.....	Glonster	Brown, Clara Belle.....	Unionville Center
Armstrong, Lyman Walter.....	Beilville	Brown, Esther Sara.....	Crooksville
Arnold, Lillian D.....	Youngstown	Brown, Louie Fern.....	Pataskala
Arnold, Mildred May.....	Youngstown	Brown, Myrtle.....	Zanesville
Arter, Charles Sumner.....	Harper's Ferry, W. Va.	Bryson, Phyllis.....	Athens
Asher, Ethel Marie.....	New Holland	Buchanan, David Lewis.....	Toronto
Ault, Hazel.....	Bridgeport	Buchanan, Edith Amanda.....	Basil
Austin, Minnie Belle.....	Middlefield	Buchanan, Elizabeth Phoebe.....	Beallsville
Ayers, Bessie.....	Gambier	Buchanan, James William.....	Basil
Ayers, Etta Cornelia.....	Gambier	Buckley, Charles Albert.....	Santoy
Babione, Kathrynne.....	Woodville	Bumgardner, Gladys Marie.....	Athens
Babione, La Rue Frances.....	Woodville	Bundy, William Sanford.....	Athens
Bailey, Anna Margaret.....	West Liberty	Burns, Granville Willard.....	Belmont
Bailey, Elizabeth.....	New Straitsville	Burson, Ethel Frances.....	Athens
Bailey, Pernelia.....	Mason, W. Va.	Burton, Otis Austin.....	Leesburg
Baldwin, Harley Eugene.....	Cortland	Bush, Gordon Kenner.....	Athens
Balmer, Ula May.....	Lancaster	Buxton, Bertha Edith.....	Athens
Balthaser, Lillian Marie.....	Amanda	Byrne, Irene.....	Shawnee
Barnaby, Paul Jones.....	Randolph	Cagg, Miles Herbert.....	Nelsonville
Barnes, Nora Esther.....	Radeliff	Calder, Ida Lavinia.....	Belpre
Barnett, Herbert Newton.....	Hartley, W. Va.	Caldwell, Frances.....	Coolville
Barnhart, Marie Emily.....	Center Belpre	Calhoun, Lenore A.....	Crooksville
Barnhill, Amy Gertrude.....	Guysville	Calhoun, Beatrice Arema.....	Charlestown, W. Va.
Barr, Hazel Viola.....	West Carrollton	Callaway, Susie Elizabeth.....	Hillsboro
Bartlett, Gertrude.....	Sonora	Calvin, Margaret Belle.....	Hamden
Barton, John L.....	Reedsville	Cameron, Albert F.....	Carroll
Barton, William Howard.....	Adelphi	Carle, Herbert McComas.....	Jerusalem
Bartow, Alice Cornelia.....	Sandusky	Carpenter, Icy.....	Chesterhill
Bates, Ethel.....	Shawnee	Carr, George E.....	Stockport
Battan, Bessie.....	Thornville	Carr, Wilson Hamilton.....	Athens
Battrick, Helen Claire.....	Williamsfield	Carter, Memphis Tennessee.....	Ennis, W. Va.
Baughman, Virgil Guy.....	New Marshfield	Carty, Bernice Lucile.....	Athens
Beam, Floyd Guyton.....	Athens	Cassell, Anna Mae.....	McArthur
Beatty, Annie Isabel.....	Youngstown	Chalfant, Maud.....	Athens
Beck, Ernest Bray.....	Mt. Perry	Chance, Clifford Wilmont.....	Gambier
Beckler, Edith Blanche.....	Athens	Douglas.....	Rome
Beery, Ross Charles.....	Lancaster	Chapin, Louise Reeve.....	Shade
Bell, Arl Mary.....	Athens	Chappell, Dalton Orrin.....	Slippery Rock, Pa.
Bell, Bryce.....	Jeffersonville	Cheeseman, W. Carl.....	Athens
Bell, Enid Rose.....	Jacksonville	Cherrington, Homer Vergil.....	Athens
Benard, Helen May.....	Rising Sun	Cherrington, Susan Mary.....	Thurman
Bentley, William Prescott.....	Athens	Chilton, Irene Enola.....	Rendville
Beshore, Georgia E.....	Mingo Junction	Christy, Mazie Leone.....	New Holland
Bess, Jennie Belle.....	Brilliant	Christy, Berenice Fauney.....	Jacksonville
Bethel, Mac Slaton.....	Athens	Clapp, Floy Alice.....	Middlefield
Bethel, Nina Pauline.....	Athens	Clark, Edna Marie.....	Athens
Bierer, Martin Ellsworth.....	Adena	Clark, Ethel Norah.....	Wellston
Bishop, Florence Mildred.....	Hooksburg	Clark, Ethyl Bess.....	Athens
Bitzer, Charles Alfred.....	Adelphi	Clark, Hannah Ethel.....	Thurman
Black, Josephine Abigail.....	Malta	Clement, Verna Pauline.....	Kenton
Blizzard, Alphens W.....	Basil	Cline, Edna Blanche Clare.....	Albany
Blum, Clara Loretta.....	Logan	Cline, Elizabeth Faye.....	Albany
Boarden, Nellie.....	Logan	Cline, Hazel.....	Albany
Boelzner, Lena Ellen.....	Athens	Clossman, Christine Marie.....	Bethel
Bolin, Eleanor.....	Athens	Closure, B. Gayle.....	Iberia
Bolton, Francis Ernest.....	Athens	Clum, Samuel James.....	New Philadelphia
Bono, John Desire.....	Kiu Kiang, China	Cochran, Fannie Helena.....	Dresden
Book, Dorothy Alice.....	Cincinnati	Cochran, Francyl Mary.....	Athens
Borger, Evelyn Emma.....	Trenton	Coe, Fred Oscar.....	Edison



Coleman, Mabel Bertine.....	Athens	Ellis, Goldie Mae.....	New Vienna
Colley, Lillian Isabel.....	Wellston	Elson, Delma Viola.....	Athens
Collins, Jacob Roland.....	Athens	Elson, Winfred Paul.....	Athens
Collins, Marguerite Matilda.....	Nelsonville	Emerson, Ruth Waldine.....	Loveland
Comstock, Joseph Hooker.....	Athens	England, Osie.....	Chillicothe
Conn, Anna Marie.....	Canal Dover	Engle, Bessie Chloe.....	Lancaster
Connelly, Jane Eleanor.....	Youngstown	Entsminger, Helen Orr.....	Middleport
Cook, Ida May.....	New Holland	Erf, George Arthur.....	Monroeville
Cooley, Calla Ernestine.....	Athens	Evans, Bessie Mae.....	London
Cooper, Gilbert Floyd.....	McConnelsville	Evans, Edith.....	Athens
Copeland, Dean Burns.....	Athens	Evans, Lucy Belle.....	Shade
Corle, Letitia Virginia.....	Burgoon	Evans, Margaret Belle.....	Portsmouth
Cornell, Clifford Charles.....	Athens	Evans, Nellie.....	Granville
Corner, Dayton Orrin.....	Waterford	Eves, Edward Holt.....	Columbus
Costigan, Mary.....	Berlin Heights	Falloon, Helen Worth.....	Athens
Cotner, Paul.....	Athens	Fankhauser, Edwin Thomas.....	Sardis
Coulter, Chester Mauley.....	Sayre	Farquhar, Winona Josephine.....	Gambier
Coulter, Lewis Eldon.....	Oil City, Pa.	Farrar, Leonard Cecil.....	Charleston, W. Va.
Coulter, Lola.....	Sayre	Farrar, Naola May.....	Charleston, W. Va.
Coulter, Zelma.....	Sayre	Fattig, Perry Wilbur.....	Athens
Cox, Anna Ida.....	Gillespieville	Fawcett, Marshall Lee.....	Rushsylvania
Craig, Laura Tilton.....	McKeesport, Pa.	Felock, Edward Clement.....	Lewisville
Crawford, Lena Anna.....	Roxabell	Felock, Erma Rea.....	Lewisville
Crawford, Minnie Alta.....	Barnesville	Fenzel, William Henry.....	Athens
Creamer, George Fulton.....	Bridgeport	Ferguson, Mary Edith.....	Salineville
Creesy, Clyde Kenneth.....	Coolville	Ferguson, Edith Lizzie.....	Athens
Crew, Mary.....	Chesterhill	Feth, Freda Henrietta.....	Athens
Cripps, Raymond Fields.....	Athens	Finkbone, Floris Evelyn.....	Basil
Crone, Mabel Edna.....	Mineral City	Finks, Grace Packard.....	Malinta
Cross, Carrie Louise.....	Canton	Finney, Florence Georgiana.....	McArthur
Cross, Tirzah Irene.....	Portsmouth	Finsterwald, Lenna Marie.....	Canaanville
Crouse, Forest Rose.....	Newark	Finsterwald, Russell Weihr.....	Athens
Cuckler, Dicie Enita.....	Athens	Fiser, Mary Winifred.....	Malinta
Cuckler, Kathrynne Eunice.....	Athens	Fisher, Daisy Pearl.....	Payne
Cullen, Esther.....	Kimball	Fisher, Ethel Barker.....	Barnesville
Culp, Lillian Belle.....	Toronto	Fisher, Mary Etta.....	Payne
Culp, Sara Ardella.....	Toronto	Fitzer, Lorena Belle.....	Millfield
Cunningham, Mabel Keturah.....	Steubenville	Flegal, Harry Mitchell.....	Zanesville
Curfman, Dwight.....	Glouster	Flegal, Hazel Burviance.....	Zanesville
		Fletcher, Grace Mabelle.....	Middlefield
		Fletcher, Harriet.....	Dalton
Dais, Katherine.....	Athens	Flood, John William.....	Rushville
Darah, Florence Belle.....	Macksburg	Ford, George William.....	Millfield
Dart, Orbie Ruth.....	Pierpont	Forsythe, Margaret Rebecca.....	Kimbalton
Daugherty, Anna May.....	New Lexington	Foster, Jennie Viola.....	Scio
Daugherty, Carrie Gertrude.....	Newcomerstown	Foster, Mary Jane.....	Murray City
Davidson, Besse Arcada.....	Summerfield	Fraher, Flora Elizabeth.....	London
Davidson, Edythe Mae.....	Summerfield	Frampton, Edgar Clark.....	Creola
Day, Imogene.....	Zanesville	Francisco, Boyd Edward.....	Rockbridge
De Voe, Walter William.....	Lewisville	Freeman, Elizabeth Phyllis.....	Ironton
De Witt, Ethel.....	Centerburg	Fri, James Lloyd.....	Creola
Deearth, Otto Art.....	Summerfield	Fulton, Fluelia May.....	Albany
Decker, John Milton.....	Beallsville	Fulwider, Albert Paul.....	Athens
Dent, Vina May.....	Athens	Fulwider, William Elbert.....	Athens
Devitt, Celia Loretta.....	Athens		
Devlin, Margaret Mary.....	Congo	Gaffner, Millie.....	Trenton, Ill.
Dick, Inez Rebecca.....	New Holland	Gage, Gladys.....	Cutler
Dickson, Amy Agnes.....	Bartlett	Galloway, Carrie Estella.....	Rosedale
Dickson, John Bernard.....	Athens	Gamertsfelder, Ethel.....	Nellie
Diehl, Louedith.....	Hicksville	Gandee, Raymond Ernest.....	Athens
Dildine, Grace Mae.....	Salem	Garber, Elizabeth Gertrude.....	South Norwood
Dill, Karl W.....	Pemberton	Gaskill, Pearly.....	Athens
Dinsmoor, Constance Faye.....	Shade	Gates, Carrie Belle.....	Zanesville
Dinsmoor, Gwendolyn Lelia.....	Carbondale	Gates, Harold Taylor.....	Zanesville
Dixon, Florence Mary.....	Swifts	Gerlach, Hazel Margaretha.....	Vermilion
Dixon, James Floyd.....	Wellston	Gibson, Aura Katherine.....	Athens
Dodd, Annie Leora.....	Frost	Gibson, Margaret Florence.....	Ethel
Dodd, Samuel Wilbur.....	Frost	Giesey, Julia Etta.....	Smithfield
Donahay, Monna Esther.....	Utica	Giesey, Vergie.....	Smithfield
Donley, John Vance.....	Cleveland	Gildersleeve, Eugene Hills.....	Hallsville
Donovan, John Paul.....	Chillicothe	Giles, Nell Douglass.....	Middleport
Doolittle, Fleda Doris.....	Carbondale	Gillen, Miriam Keziah.....	Morgantown, Ky.
Doolittle, Lottie Dell.....	Carbondale	Gillette, Edna Elizabeth.....	Fremont
Dowd, Jennie Frances.....	McArthur	Ginnan, Marie Elizabeth.....	Athens
Dowd, Olive Gertrude.....	McArthur	Glass, Mary Adelia.....	Moxabala
Drury, Bertha Belle.....	New Lexington	Glenn, Hazel Mary.....	Gallipolis
Dunbar, Marcellus Wilson.....	Freeport	Glover, William.....	Cutler
Dunham, Lewis Wills.....	Versailles	Goddard, Charles Curtis.....	Glouster
Dunn, Fannie Margaret.....	Cincinnati	Goldsworthy, John.....	Athens
Dunn, Ruth Agnes.....	Brilliant	Goodwin, Howard Lewis.....	Venedocia
Dunnick, Cleona Minerva.....	Circleville	Goodwin, Willis.....	Athens
Durant, Gladys Fern.....	Guyssville	Gorslene, Bessie Mabel.....	Greenfield
Dustheimer, Oscar Lee.....	Thornville	Gossett, Ruth Jeannette.....	Reynoldsburg
Dye, Frank Argyle.....	Zanesville	Graham, George Nelson.....	Athens
		Graham, Hazel Frances.....	Athens
Earnhart, Blanche Ethel.....	Middletown	Grant, Nettie Howard.....	Paris, Ky.
Edwards, Henry Charles.....	Hillsboro	Graves, Harold Charles.....	Anderson
Edwards, Mary Ethel.....	Syracuse	Gray, Mabel Clare.....	Wilkesville
Eichenberger, Helen Mary.....	Warren	Gray, Margaret Hannah.....	McConnelsville
Eichler, Claude George.....	New Milford	Gray, Vera.....	Coalton
Elliott, Dora Mae.....	Bellaire		

Greathead, Elsie Selene.....	McConnellsburg, Pa.	Horton, Dorothy Irene.....	Oak Hill
Greene, Estella Blanche.....	Zanesville	Hughes, Esther.....	Thurman
Greisheimer, Essie Maud.....	Chillicothe	Huls, Ora Mildred.....	Athens
Grey, Etta Frances.....	Copley	Hulse, Walter Harrison.....	Rockbridge
Grice, Lenna May.....	Highland	Humphrey, Iva May.....	Waterford
Griffith, Barton Russell.....	Ashville	Hunter, Ora Dell.....	Mt. Sterling
Griffith, Leona Bertha.....	Granville	Hupp, James Lloyd.....	Hemlock
Grimes, John Odus.....	Cumberland	Hurd, Bertha Opal.....	Laings
Griner, Harry Garfield.....	Amanda	Hurd, Lorinda May.....	Garrettsville
Gross, Haldee Coral.....	West Unity	Huston, Cora F.....	Port Washington
Groves, Charles Danford.....	Orwell	Hutcheson, Berenice May.....	Salem
Growden, Clarence Holmes.....	Chillicothe	Hutchins, Florence Estelle.....	Nelsonville
Gutensohn, Emma Sarah.....	Gnadenhutten	Hutton, Walter Eugene.....	Frankfort
		Hutzell, Carrie Belle.....	Hebron
Hackathorn, Mary Anna.....	Bergholz		
Hall, Ada Bearl.....	Nova	Imler, Golda Margaret.....	Kingston
Hall, Carrie Florence.....	Lowell	Inglisch, Anna Marie.....	Antrim
Hall, Jesse Charles.....	Glouster	Inglish, Bessie Pauline.....	Antrim
Hall, Lillian Louisa.....	Chaucey	Isbell, Clara Isadore.....	Walbridge
Hall, Linna Letitia.....	Athens		
Hall, Lola May.....	Croton	Jackson, Harry Franklin.....	Beallsville
Hall, Margaret.....	Proctor, W. Va.	Jackson, Ole Cleveland.....	Woodfield
Hall, William Loring.....	Athens	James, Grace Lee.....	Athens
Hamilton, Belle.....	Hillsboro	James, Gwendolyn.....	Athens
Hammond, Carrie Thorne.....	Milan	Jeffers, Mabel Mae.....	Coal Run
Handley, Cecil Worth.....	Pedro	Jenks, Stella.....	Vigo
Hanesworth, Bertha Ellen.....	Creola	Jennings, Nellie Lee.....	Athens
Hanna, Lottie Elma.....	Van Buren	Johnson, Alberta Adel.....	Vermilion
Hanna, Mary Isabel.....	Cadiz	Johnson, Herbert Shepherd.....	Leesburg
Hannan, Monica Ursula.....	Ironton	Johnson, William Douglass.....	Kimball, W. Va.
Harbourt, Mabel Patience.....	Martins Ferry	Jones, Dessie Martine.....	Good Hope
Hardin, Edith Lucretia.....	Gambier	Jones, Eulah.....	Omega
Harmon, Maude Ethel.....	Charlestown, W. Va.	Jones, James A.....	Athens
Harper, Mary.....	Toronto	Jones, Katherine.....	Crooksville
Hart, Denver T.....	Carey	Jones, Mostyn Lloyd.....	Athens
Hart, Henry M.....	Carey	Jones, Olwen Elizabeth.....	Athens
Hart, Virrel Miles.....	Cambridge	Jones, Pauline.....	Good Hope
Harter, Edwin Winston.....	Williamstown, W. Va.	Jones, William Dale.....	Athens
Hartford, Margaret Jane.....	Toronto	Jump, Bernice Ora.....	Huron
Hartley, Emma Lizbeth.....	Leesburg	Jung, Goly Park.....	Canton, China
Hastings, Evelyn Emily.....	Grover Hill	Justice, Ivan Silbaugh.....	Ashville
Haworth, Bertha Routh.....	New Vienna		
Hay, Dan Bricker.....	St. Mary	Kasler, Frederica.....	Nelsonville
Hayes, Everett Raymond.....	Guysville	Katzenbach, Adda Lenore.....	Nelsonville
Haymer, Hallie Rebecca.....	Jeffersonville	Katzenbach, Lucy Marie.....	Nelsonville
Haymond, Mary Mildred.....	Newark	Keeler, Iva Irene.....	New Matamoras
Haynes, Elfra May.....	Dillonvale	Kelly, Anna Mary.....	St. Martin
Hawk, Bessie Alice.....	Newcomerstown	Kelly, Anna Savilla.....	McComb
Hawk, Katherine Vernon.....	Ripley	Kelly, Lu Verne.....	St. Mary
Hawk, Stella Maude.....	Ripley	Kemp, Amma Dee.....	Bridgeport
Hemphill, Winona.....	Copley	Kennard, Minnie Theora.....	Carbondale
Hempy, Rhea E.....	Pleasantville	Kennedy, Dennis V.....	Gnadenhutten
Henderson, Louise.....	Lisbon	Kern, Atta Brooks.....	Athens
Henderson, Okey Carl.....	Portland	Kersey, Cora Lena.....	Oregonia
Henderson, Ruth Anna.....	Roseville	Ketcham, Beatrice.....	Fremont
Hennigan, Mary.....	Lyndon	Ketcham, Ernest Ethan.....	Sayre
Henry, Alice Minerva.....	Athens	Keyser, Clara May.....	Woodfield
Henry, Lucile Rebecca.....	Athens	Keyser, Florence Gertrude.....	Woodfield
Herbst, Georgia Sinclair.....	Steubenville	King, Martha Lee.....	Marietta
Hermann, Edna Lee.....	Portsmouth	Kinsey, Katherine Josephine.....	Gnadenhutten
Herrold, Gordon.....	Athens	Kinsey, Nora Nellie.....	New Philadelphia
Herrold, Rose Ella.....	Nelsonville	Kinsev, Venetta Pearl.....	Tacoma
Herrold, Russell Phillips.....	Athens	Kinsey, Zella Zoe.....	New Philadelphia
Heskett, Harrison Allison.....	Bethesda	Kirklin, Cora Lee.....	Loveland
Hesse, Edna Fern.....	Roseville	Kline, Roma Irene.....	New Martinsville,
Hesse, Myrtle Lucile.....	East Liverpool		W. Va.
Hewitt, John.....	Athens	Klopfenstein, Ada A.....	Paris
Hibbard, Edwin McCune.....	Athens	Knapp, Lizetta Ida.....	Norwalk
Hibbard, John George.....	Athens	Knisley, Kate.....	Bainbridge
Hickle, Elva.....	Washington C. H.	Knoll, Elsie Leota.....	Alliance
Hickox, Edna Eliza.....	Novelty	Knoll, Zella Elizabeth.....	Alliance
Higbie, Una Dale.....	Jenera	Knopp, Sylvia Ferry.....	Harrisonville
Higgins, Hannah Louise.....	Athens	Koonce, Bertram Ezra.....	Parker's Landing, Pa.
Higgins, Leight Monroe.....	Athens	Koons, Lena Imogene.....	Athens
Higgins, Margaret.....	Athens	Krapp, Matilda Helena.....	Vermilion
Higgins, Winifred Belle.....	Athens	Krapps, Zelma Katherine.....	Athens
Hill, Brett Taylor.....	Vanatta	Krout, Webster Sherburn.....	Bremen
Hindley, Marjorie Jo.....	North Fairfield	Kumler, Nettie Elizabeth.....	Baltimore
Hines, Nora Belle.....	Beaver	Kump, Jennie A.....	Alliance
Hinkle, Edith G.....	Akron	Lane, Patti E.....	Nashport
Hoak, Hazel.....	Carbondale	Lanthorne, Orville Whittier.....	Ironton
Hodge, Daisy.....	Bainbridge	Lantz Dena Merle.....	McArthur
Hoffmeister, Alexander Charles		Lantz, Purle Frances.....	McArthur
Max.....	Athens	Lash, Fay Ardelle.....	Athens
Hoffner, Lulu May.....	Barnesville	Latteau, Mollie Therese.....	Youngstown
Hollar, Ruth S.....	Newark	Lauterbur, Anna Pauline.....	Sidney
Holshoy, Harvey Le Roy.....	Mineral City	Lavery, Jamie.....	Athens
Hooper, Katie.....	Athens	Law, George Gun.....	Portland, Ore.
Hoopman, Hallie Belle.....	Black Lick	Lawless, Emma Clare.....	Bidwell
Hoover, Silvia.....	Middle Branch	Lawton, Anna Mabel.....	Barlow



Lawton, Helen Elizabeth.....	Barlow	Maxwell, Harley Stanley.....	Athens
Lawton, Mary Mildred.....	Barlow	May, Ella Lucie.....	Athens
Le Favor, Ella.....	Alfred	Medlay, Etta Golda.....	Van Buren
Le Masters, Grace Delilah.....	Charleston, W. Va.	Meinke, William Godeib.....	Oak Harbor
Le Roy, Bernard Reamy.....	Athens	Mendez, Alfredo Laureano.....	Mayaguez, P. R.
Le Roy, Frank Coats.....	Athens	Mercer, Gladys Lucile.....	Gambier
Lee, Bessie Isabel.....	Zanesville	Meredith, Jennie Belle.....	Freeport
Lee, Estella Clarissa.....	Athens	Merrill, Lucia Ellen.....	Andover
Lee, Muri Mattie.....	Shadyside	Merritt, Kathleen Wood.....	Bartow, Fla.
Leech, Laura Helen.....	Youngstown	Merry, Sua Ruby.....	Millfield
Lehman, Orlandeth Auland.....	Logan	Merry, Zua Roma.....	Millfield
Lehman, Samuel George.....	Ney	Merwin, Addie Tullis.....	Athens
Leifheit, Mabel Lena.....	Pomeroy	Merwin, Margaret Blanche.....	Athens
Leon, Lenard Koh.....	Canton, China	Metzger, Joanna Ruth.....	Sunbury
Leverson, Letta Lee.....	Leesburg	Meyers, Mary Ila.....	Ironton
Liggett, Kate.....	Ripley	Michael, Ola Mae.....	Lynchburg
Liggett, Thomas Henry.....	Athens	Mickle, Herbert C.....	Washington C. H.
Lightfritz, Winifred.....	New Marshfield	Mikesell, Ray Everett.....	Black Run
Lim, Wee Kim.....	Bencoolen, Sumatra	Miller, Ernest.....	Waterloo
Lindsay, Aida Alice.....	Gnadenhuetten	Miller, Grace Mildred.....	Barberton
Lindsay, Agnes.....	Dorset	Miller, Hazel Lenore.....	Youngstown
Lindsay, Dorothy Elizabeth.....	Ashtabula	Miller, Leria Maude.....	Gallipolis
Linn, Alton.....	Toboso	Miller, Lewis Harrison.....	Millwood, W. Va.
Lively, Ora Clyde.....	Wellston	Miller, Lillie Belle.....	Belaire
Llewellyn, Orpha May.....	New Marshfield	Miller, Martha Catherine.....	Youngstown
Logan, Edward Wilson.....	Athens	Miller, Pearl Maynette.....	West Milton
Logan, Mary Slattery.....	Athens	Miller, Ruth Arretta.....	Barberton
Long, Laura.....	Portsmouth	Miller, Stella.....	Hamden
Long, Louis John.....	Urbana	Miller, Thelma Gladys.....	Newark
Lonsinger, Lucy.....	Walhonding	Mills, Helen Mildred Josephine.....	Athens
Loper, Ivy Maud.....	Murray City	Mills, Lewis Herald.....	Athens
Loper, Rebecca Ellen.....	Murray City	Milner, Anna Belle.....	Pickerington
Lotz, Lois Ada.....	Zanesville	Moler, Harley Edwin.....	Athens
Love, Agnes Estelle.....	Swifts	Moody, Vittoria.....	Bartlett
Lowe, Florence Mabel.....	Quincy	Moore, Blanche.....	Mineral City
Lowe, Rosa Gertrude.....	Quincy	Moore, Frederick Darrell.....	Athens
Lowman, Electa Florence.....	Hillsboro	Moore, Wayne.....	Mineral City
Lu, Man Doh.....	Tsinanfu, Shantung, China	Morgan, Edna.....	McConnelsville
Lucas, Elisha Edwin.....	Morristown	Morris, Dorothy Catherine.....	Magraw
Ludwick, Audra Maria.....	Stewart	Morris, Helen Mary.....	Athens
Lutz, Eliza J.....	West Milton	Morris, Lucy Edith.....	Newcomerstown
Luxon, Elizabeth Agnes.....	New London	Morris, Mary Jane.....	Magraw
Lynch, Chloe Esther.....	New Marshfield	Morris, Nelle Abigail.....	Magraw
Lynch, Flo Cordelia.....	New Marshfield	Morris, Wilmina Sophia.....	Lisbon
Lyons, Lindsey Leon.....	Higginsport	Morris, Winfield Scott.....	Clendenin, W. Va.
McAfee, Ethel May Belle.....	Stewart	Morrow, Winnie Opal.....	Sabina
McCall, David Arthur.....	Marshall	Mowrey, Bessie Mabel.....	Logan
McCartney, Ruby La Verne.....	Tyrrell	Mowrey, Russell Donaldson.....	Logan
McClure, Margaret Ellen.....	Oak Hill	Mulaney, Anna Marie.....	Sandusky
McCollister, Leah.....	Derby	Muntz, Earl Edward.....	Athens
McConn, Teresa Catherine.....	St. Martin	Muntz, Edith Anna.....	Athens
McCormick, Clair.....	Gallipolis	Muntz, Leonard William.....	Athens
McCormick, Mary Gladys.....	Lisbon	Murch, James De Forest.....	Athens
McCoy, Vesta Claire.....	Middleport	Murray, Elizabeth.....	Congo
McDaniel, Guy.....	Oak Hill	Musgrave, Walter E.....	Athens
McDaniel, Ira Alpheus.....	Athens	Musser, Mabel Grace.....	Athens
McFadden, Christian Fairfax.....	Washington C. H.	Muth, James Benedict.....	Hohman
McFadden, Cora Belle.....	Bethesda	Myer, Florence.....	Newark
McGee, Grace.....	Chillicothe	Myers, Anabel.....	La Rue
McGill, Alice Pauline.....	Barnesville	Myers, Jay Arthur.....	Athens
McGinty, Anna Elizabeth.....	Chillicothe	Myers, M. Christina.....	Elyria
McHenry, Nell.....	Athens	Neff, Grace Mildred.....	Crooksville
McKay, Fred.....	Stewart	Nelson, Emmett Gerald.....	Carpenter
McKinley, Lona Mae.....	Derby	Nelson, Leta Mae.....	Nelsonville
McKinsty, Richard.....	Athens	Nelson, Marguerite Lucile.....	Nelsonville
McKown, Emilie M.....	Lancaster	Newland, Louise.....	Portsmouth
McLaughlin, Henry Max.....	Wilkesville	Newman, Autye Mae.....	Hamden
McLean, Mary Elizabeth.....	East Liverpool	Nihart, Cora.....	Edgerton
McLeod, Constance Trueman.....	Wyoming	Nixon, Hugh Henry.....	New Plymouth
McMenamy, William Charles.....	Jacksonville	Noble, Bessie Mae.....	Windsor
McMillan, John Addison.....	New Athens	Noe, Lola Melvina.....	Swiss, W. Va.
McMurray, Sadie Anna.....	Barnesville	Norris, Calvin Leslie.....	Nellie
McNeal, Florence.....	Waterford	Norris, George Newton.....	Athens
McVay, Francis Halbert.....	Beverly	Nye, Earl Lemoyne.....	Athens
Mace, Lulu Edna.....	Athens	O'Brien, Christopher Henry.....	Lilly Chapel
Maddox, Ida May.....	Milford Center	O'Brien, Louise.....	London
Mann, Samuel David.....	Athens	O'Connell, Charles Wilmer.....	East Springfield
Mansfield, Virgil Don.....	Athens	Ochs, Clarence Martin.....	Lancaster
Marriott, John Coleman.....	Athens	Ochs, Helen Marguerite.....	Lancaster
Marshall, Ethel.....	Canal Dover	Ogg, Verda Lenora.....	Ethel
Martin, Peter Elwyn.....	Athens	Oldfield, Hamilton.....	Athens
Marvin, Genevieve.....	Findlay	Oldfield, Ellen Gertrude.....	Painesville
Mason, Bertha Laree.....	Hicksville	Ostrander, Ethel Mary.....	Painesville
Mason, Hazel Mary.....	Athens	Oxley, Lena Bertine.....	Athens
Masterson, George Ellsworth.....	Cedarville	Palmer, Horace Dutton.....	Athens
Mathey, Clarence Albert.....	The Plains	Palmer, Leva Wright.....	Belmont
Matson, Mabel Mae.....	Millfield	Parfitt, Blanche.....	Athens
Matthews, Blanche Violette.....	Cheshire		

Parker, Chauncey Blaine .....	Van Lue	Rood, Edna May .....	Marietta
Parker, Edna Lucile .....	Athens	Root, Alexander .....	Frost
Parker, May Margaret .....	Athens	Root, Mary L. ....	Middleport
Parker, William Floyd .....	Athens	Rosado, Enrique Ortego .....	Mayaguez, P. R.
Parks, Ralph .....	Nelsonville	Rose, Reed Phillips .....	Athens
Partee, Blake Cameron .....	Evansport	Roswurm, Esther Delilah .....	Kelley's Island
Patridge, Gladys Lillian .....	Greenfield	Roswurm, Ruth .....	Kelley's Island
Patterson, Anna Gail .....	Shadyside	Rounds, Charles Rufus .....	Cincinnati
Patterson, Carrie Vyde .....	Wellston	Ruff, Nelle May .....	Thurman
Paullin, Elda Gertrude .....	Sedalia	Russell, Heber .....	Jackson
Peele, Clara Starn .....	Wilmington	Russell, Waldo Wittman .....	Beaver
Penn, Lillie Helena .....	Paulding	Ruth, Clifford Everett .....	Shade
Penrose, Viola .....	Pennsville	Rutledge, Ethel Cora .....	Williamsfield
Pepple, Madge .....	Bainbridge	Rutledge, Manie Lizbeth .....	Williamsfield
Perrill, Jessie Millar .....	Ashville	Rutledge, Nellie Elizabeth .....	Toronto
Petry, Edith Caroline .....	Seventeen		
Pettit, Lenore Marie .....	Croola	Salters, James .....	Athens
Phelps, Ella Mayland .....	Niles	Sanders, Mary Captolia .....	New Marshfield
Phillips, Mary Leah .....	Athens	Sanderson, Albert .....	West Austintown
Pickering, Anna Kathryn .....	Athens	Saunders, Arthur Claire .....	Findlay
Pickering, Ethel Susan .....	Athens	Savage, Mary Frances .....	Youngstown
Pickering, Gertrude Gardner .....	Athens	Schaefer, Emma May .....	Carroll
Place, Jesse Alfred .....	Little Hocking	Schaefer, Otto Walter .....	Carroll
Plessinger, Elsie Adelle .....	West Carrollton	Schaefer, William G. ....	Amherst
Ploeger, Gertrude .....	Cincinnati	Schilling, Cora E. ....	Galloway
Poling, Robert Bertrude .....	Logan	Schilling, Minnie Caroline .....	Galloway
Polk, Julia Mooreman .....	New Vienna	Schleich, May .....	Williamsport
Pond, Walter Allen .....	Linworth	Schofield, Florence Margaret .....	Sidney
Poorman, Nora .....	Sidney	Scholl, Florence Mae .....	Athens
Porter, Frances Anna .....	McConnelsville	Schreiner, Estelle Clara .....	Chillicothe
Posey, Besse .....	Washington C. H.	Scott, Lulu Blanche .....	St. Clairsville
Potts, Carl Grady .....	Athens	Sears, Anna Marie .....	Centerburg
Potts, Clarence McNatt .....	Athens	Selby, Carrie Rowena .....	Vincent
Potts, Pearl Lucile .....	Athens	Severe, Carrie .....	Vanatta
Power, Eva Inez .....	Nelsonville	Shafer, Anna Merle .....	Athens
Price, Jennie Lovina .....	Athens	Shallenberger, Roy Kirby .....	Lancaster
Price, John Henry .....	Athens	Shank, Mary Irene .....	Ironton
Price, Marie Louise .....	Athens	Shannon, Alice Magdalene .....	Athens
Price, Sarah Ada .....	Columbus	Shannon, Ella Veronica .....	Athens
Pyers, Bessie .....	East Liberty	Shannon, Virtue .....	Newark
Pyers, Grace .....	East Liberty	Shanton, Leora .....	Chillicothe
		Sharp, Charles Forrest .....	Lucasville
Quinn, Francis Martin .....	New Lexington	Sharp, William Roy .....	Bainbridge
		Sheldon, Jessie Dee .....	Waterford
Radcliffe, Ethel Omega .....	Athens	Shelley, Homer C. ....	Thornville
Ramsey, Martin Newell .....	Jacobsburg	Shelley, John Wilbur .....	Jamestown
Ray, Viva Louise .....	Hamden	Shelton, Kate .....	Springfield
Ream, Helen May .....	Canton	Shepherd, Lu Ellen .....	St. Clairsville
Redmon, Frank Austin .....	Derby	Sherman, Myra Orca .....	Shadeville
Reed, Hazel Baker .....	Uhriessville	Shields, Buren Riley .....	Crooksville
Reed, Marv Frances .....	Hamden	Shields, Linnie Mabel .....	Torch
Reeder, Edith Sarah .....	Franzeysburg	Shields, Margaret Lenore .....	Dennison
Reeves, Essie Holmes .....	Somerton	Shields, Mary Hambleton .....	Crooksville
Reeves, Mary Elizabeth .....	New Burlington	Shilliday, Clarence Lee .....	New Milford
Reichelderfer, James Leslie .....	Laurelville	Shirley, Elmer Wesley .....	Guysville
Reighley, Alice May .....	Berlin Heights	Shuman, Lulu Elizabeth .....	Dillonvale
Reinchield, Viola Theresa .....	Thurston	Shuman, Mary Ethel .....	Dillonvale
Reiter, Lulu Wilhelmina .....	Marietta	Shumway, Roswell Burr .....	Portsmouth
Renshaw, Sam .....	Sugar Grove	Simmons, Everett McCollom .....	East Monroe
Rial, Edna J. ....	Shadyside	Simon, Alma Marie .....	Ironton
Rice, Fannie M. ....	Novelty	Simpson, Denver Colorado .....	Tipecanoe
Rice, Inis Fern .....	Van Wert	Sims, Priscilla .....	New Concord
Richards, John Conrad .....	Carrollton	Sindlinger, Charles Albert .....	Gnadenhuetten
Richards, John Roy .....	Zanesville	Skaer, Blanche Augusta .....	New Philadelphia
Richardson, Herbert Stanley .....	Athens	Skinner, Anna Florence .....	Wilkinsburg, Pa.
Richey, Adah Louise .....	Lilly Chapel	Skinner, Carrie Elizabeth .....	Logan
Richmond, Winifred Vanderbilt .....	New Marshfield	Skinner, Charles Edward .....	Newark
Richter, Marie Elizabeth .....	Milford Center	Smith, Albert Truman .....	Big Plain
Ricketts, Carrie Edith .....	Sugar Grove	Smith, Alma Elizabeth .....	Jackson
Rickey, Edna .....	Canaanville	Smith, Lillian Corinne .....	Jefferson
Ridenour, Harry Lee .....	New Lexington	Smith, Margaret May .....	Gretton
Riley, Walter Emmett .....	Athens	Smith, Mary Vanetta .....	Athens
Ripley, Emma Katherine .....	Warren	Smith, Thomas Maynard .....	Zanesville
Roach, Harry Westcott .....	Athens	Soliday, Edith .....	Thornville
Roberts, Emmett Ephraim .....	McConnelsville	Soliday, Leroy McPherson .....	Carroll
Roberts, Florence .....	West Jefferson	Somerwell, Grace .....	Freedom Station
Roberts, Jessie Marie .....	Sidney	Souder, Ruth Serena .....	Athens
Roberts, Lovett Clofie .....	Malta	Speyer, Anna Belle .....	Athens
Roberts, Olive Jane .....	Sidney	Spohn, Burrell Blakeney .....	Athens
Roberts, Sarah Ellen .....	Columbus	Spracklen, Arloa Janiza .....	Kenton
Roberts, Shirley .....	West Jefferson	Sprowles, Fern Locetta .....	Waterford
Robinson, Anna Elizabeth .....	Newark	Squier, Ermine Inez .....	Youngstown
Robinson, Blanche .....	Bidwell	Stage, John Edward .....	Lancaster
Robinson, Doris Lucile .....	Bremen	Stage, William Addison .....	Lancaster
Robinson, Mary Kyle .....	Mechanicstown	Stalley, Charles Elmo .....	Athens
Robinson, Maud Jane .....	Institute, W. Va.	Stanton, Flora Mae .....	New Marshfield
Robinson, Ward William .....	'Bellville	Starr, Everett Murch .....	Athens
Rodehaver, Edna Doan .....	Guysville	Stauder, Cecil Leona .....	Chillicothe
Rogers, Katherine Austa .....	Newcomerstown	Steadman, Frances Elizabeth .....	Glouster
Rogers, Thomas H. ....	Mason	Steele, Alice Blanche .....	Jackson



Stephenson, Joseph Newton...	Ripley	Walker, Greta Edith.....	Athens
Sternberger, Gertrude.....	Jackson	Wallace, Martha Esther.....	Columbus
Stevens, Bertha May.....	Gillespieville	Wallace, Mary Iva.....	Jacobsburg
Stewart, Carroll.....	Ironton	Walls, Callie King.....	Athens
Stewart, Foss Elon.....	Beaver	Walpole, Branson Alva.....	Malta
Stewart, May Agnes.....	Ironton	Walsh, Josephine.....	Vincent
Stine, Elsie Ora.....	New Plymouth	Waltermire, Arthur Beecher...	Findlay
Stocker, Experience Augusta..	Port Washington	Waltermire, Estella May.....	Findlay
Stoker, Edith May.....	St. Mary	Wamsley, Osa.....	Otway
Stokes, Nellie Faye.....	Pennsville	Ward, Elsie La Gerta.....	Bethesda
Stone, Evan D.....	Belpre	Ward, Flora Sarepta.....	Williamsfield
Stone, Fannie Dorcas.....	Logan	Ward, Mary.....	Athens
Stone, Goldie Mae.....	Orland	Warner, Blanche.....	Burgoon
Stone, Rufus Emmett.....	West Rushville	Warner, Nora Teresa.....	Oreton
Stone, Vernon Lee.....	Belpre	Warren, Freda Floella.....	Elba
Stout, Maude Irma.....	West Liberty	Warrener, Mary Estella.....	Athens
Stout, Verda, Etta.....	West Liberty	Watkins, Charles Burr.....	Athens
Stoyle, Ethel Mae.....	Shawnee	Watts, Mary Ora.....	Grove City
Stoyle, Kate.....	Shawnee	Webber, Robert Grover.....	Sistersville, W. Va.
Stratton, Mary Lee.....	Nelsonville	Weber, Maud Antoinette.....	Dexter City
Stringfellow, Emma Abigail...	Gallipolis	Weisenberger, Edna Marie...	McArthur
Strouse, Ruth Blanche.....	Laurelville	Weist, Albert Harold.....	Campbellstown
Stuart, George Washington....	Nelsonville	Welch, Edwin Charles.....	Athens
Sullivan, Henry Lee.....	Georgetown	Welsh, Martha Lovina.....	Carpenter
Swan, Basha Edna.....	Athens	Weldon, Stella Kathryn.....	Jacksonville
Swartz, Roscoe.....	Hillsboro	Weltner, Georgia Mabil.....	Good Hope
Sweazy, Carl Melvin.....	Greendale	Wensingner, Rosa Mae.....	Fremont
Sweet, Nellie Evelyn.....	London	Wessel, Clara G.....	Racine
Swickard, Ima Blanche.....	Gahanna	West, Nondas.....	Lynchburg
Swinehart, Lucile.....	Athens	Wharff, Edna May.....	Stewart
Swinehart, Ross Poorman.....	Somerset	Wharton, Maude Hazel.....	Barnesville
Swinehart, Ruth.....	Athens	White, Bernice Ava.....	Middlefield
		White, Eliza Lorena.....	Chandlersville
		White, James Henry.....	Chandlersville
		White, Myrtle Inez.....	Stockport
		White, Ruth Eloise.....	Monroeville
		Whitlatch, Flossie Elgepha...	Zaleski
		Whitsey, Marian Leone.....	Ashtabula
		Whittaker, Martha Anderson..	Scio
		Wiedemer, Lottie Becht.....	Norwood
		Wiley, Edna Matilda.....	Barnesville
		Wiley, Nathaniel.....	Kimball, W. Va.
		Wilkes, Albert Vernon.....	Athens
		Wilkes, Ernest Constantine...	Athens
		Wilkin, John David.....	St. Louisville
		Williams, Clark.....	Athens
		Williams, David Burle.....	Syracuse
		Williams, Dwight.....	Athens
		Williams, Elizabeth Pearl.....	Glouster
		Williams, Helen Frances.....	Athens
		Williams, Sarah Putnam.....	Pomeroy
		Williams, Verna Louise.....	Salem
		Williamson, Albert Minor....	Leesburg
		Wilson, Eva Mae.....	Athens
		Wilson, Marcia.....	London
		Windsor, Gladys Faye.....	Guysville
		Wise, Gertrude Louise.....	Coolville
		Witherstay, Treva Marguerite.	Garrettsville
		Wood, Austin Vorhes.....	Athens
		Wood, Beulah Levada.....	Good Hope
		Wood, Carey C.....	Goshen
		Wood, Ernest Richard.....	Albany
		Wood, Laura Ethel.....	Austin
		Woodell, Harriet Alice.....	Wakefield
		Woodland, Ellen Elizabeth....	Bloomingsburg
		Woodworth, Charles Lloyd....	Athens
		Worden, Alta Edith.....	Glouster
		Worrall, Paul Clifton.....	Chesterhill
		Wright, Alice.....	Granville
		Yealy, Nellie.....	Unionville Center
		Yost, Rose.....	Somerset
		Young, Harry Curtis.....	Millersburg
		Young, Herman H.....	Mogadore
		Young, Shirley May.....	Jacksonville
		Zenner, David Roe.....	Athens
		Zimand, Elizabeth Sara.....	Brooklyn, N. Y.
Taylor, Arthur Hamilton.....	McArthur		
Taylor, Esther Marcella.....	McArthur		
Taylor, Eunice Loa.....	McArthur		
Taylor, Lola Bernice.....	Good Hope		
Thomas, Della Lee.....	Kirkersville		
Thomas, Jessie.....	Frazesburg		
Thomas, Nettie.....	Kirkersville		
Thomas, Rose Anna.....	West Lafayette		
Thrall, Gail Beatrice.....	Bethesda		
Thurlow, Genevieve Baker....	Athens		
Tidrick, Neva Jane.....	Newcomerstown		
Timberlake, Effie Llewellyn ..	Washington C. H.		
Tom, Daisie Bernice.....	New Concord		
Tom, Fred Lee.....	New Concord		
Tomlinson, Roy C.....	Adelphi		
Tong, Ka Chang.....	Canton, China		
Tootle, Ina Marie.....	Williamsport		
Tracy, Everett John.....	Pomeroy		
Treaster, Orpha Helen.....	Youngstown		
Trego, Bertha Ellen.....	Chillicothe		
Trottman, Bruce Guy.....	Coshocton		
Trout, Gates.....	Nelsonville		
Tsui, Wellington Kom Tong..	Canton, China		
Tufts, Lura Loree.....	Ironton		
Turner, Frances Virginia.....	Zanesville		
Turner, Oda Davis.....	Salem		
Turner, Stella.....	Chillicothe		
Tuttle, Caroline Lois.....	Andover		
Ulrich, Cordelia Adeline.....	Port Washington		
Ulrich, Victoria Helena.....	Lewisville		
Valentine, David Franklin....	Murphy		
Van Dyke, Helen Lenora.....	Albany		
Van Dyke, Stella May.....	Athens		
Van Scoyoc, Le Vaughn Grace.	Williamsfield		
Van Valey, Edwin Glazier.....	Athens		
Van Voorhis, Omer Everett...	Hendrysburg		
Van Winkle, Edwin C.....	Cincinnati		
Van Zandt, Hazel Mary.....	Rutland		
Vanderslice, Marie Llewellyn.	Athens		
Voigt, Olive Elizabeth.....	Sandusky		
Wagner, Myrtle Gertrude.....	Elba		
Walburn, Letitia.....	Carpenter		
Walburn, Wesley.....	Carpenter		





New Series

Vol. IX., No. 2

# Ohio University Bulletin

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SUMMER SCHOOL  
OF  
Ohio University and  
State Normal College  
JUNE 17 TO JULY 26, 1912

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DESCRIPTION OF COURSES  
SCHEDULE OF RECITATIONS  
COLLEGE CREDITS

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ATHENS, OHIO, JANUARY, 1912

Published by the University and Issued Quarterly.

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# OHIO UNIVERSITY

ATHENS, OHIO

## ANNOUNCEMENT OF COURSES OF INSTRUCTION

COLLEGIATE AND NORMAL

For the SESSION OF SUMMER  
SCHOOL, JUNE 17, 1912, TO  
JULY 26, 1912, INCLUSIVE.

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### GENERAL INFORMATION.

Ohio University was organized by an act of the Ohio Legislature in 1804. The Trustees are appointed by the Governor. The support is derived chiefly from a levy upon the taxable property of the State. The institution is the oldest of the three State universities.

The State Normal College was established by an act of the Ohio Legislature in March, 1902, and was opened for students in September, 1902. It is also supported by a state levy and is co-ordinate in its courses of instruction with the College of Liberal Arts, Ohio University.

**Buildings and Equipment.**—The limits of this Bulletin make it impossible to include illustrations of the eleven buildings, but the President of the University will be pleased to send illustrated Bulletins to all who may write for catalogue or other information. Few institutions, anywhere, are better equipped with laboratories, libraries, dormitories, and facilities of every sort.

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**Attendance.**—For several years the attendance at the Summer School has not been less than 650. The Summer School of 1911 was attended by 883 regular students, 800 of whom were teachers pursuing professional courses or reviews. Students come from almost every county in Ohio and from many other states. The total enrollment the past year was 1,687 different students. Teachers find unusual advantages here. The courses of instruction are planned to meet the needs of all classes of teachers and of those preparing to teach. The teaching in the Summer School is done almost wholly by the regular faculties of the University and the Normal College.

**Courses of Study.**—Summer School students should decide upon a regular course of study to be pursued systematically. Credits and grades from other schools should be filed with the President of the University, thus enabling the student to secure an *advanced standing*. Work begun during the Summer term may be continued from year to year, and much work may be done at home, by advanced students under the direction of the various heads of University departments. *College credit will not be given for home work, but students are entitled to entrance examinations. A diploma from the State Normal College should be the goal of every ambitious teacher.* Write to the Dean of the Normal College for a bulletin showing in detail the twelve different courses of study in the Normal College.

**Reviews.**—Ample provision has been made for the needs of young teachers, and those preparing for examinations, by means of *thorough reviews* in all the studies required in city, county, and state examinations. Students preparing to



## SUMMER SCHOOL

teach, or preparing for any advanced examination, will find excellent opportunities at Athens.

**Spring-Term Reviews.**—The spring term of Ohio University will open Monday, March 25, 1912, and close Thursday, June 13, 1912. On Monday, April 22, 1912, *new review classes* will be formed in several of the Common Branches, and in such high-school branches as may be demanded by the students entering at that time. Instruction in these subjects will be necessarily general, but as thorough as time will permit. These classes are formed for teachers and prospective teachers who are preparing for the *inevitable examination*. These classes may be entered to advantage any time prior to May 27, 1912. Only a *just portion* of the usual term fee of \$6 will be charged students who enter at the time of the forming of these special classes or later. To those who enter about April 22, 1912, and continue through the Summer School, a fee of but \$6.00 will be charged for the 14 weeks. If demand is sufficiently strong, review classes *may* be formed in Plane Geometry, Elementary Algebra, Elementary Physics, Latin, and some other subjects in addition to the elementary subjects named above.

**Primary Teachers.**—Special attention is called to the fact that the Training School, or Model School, will be in session during the Summer term. In this school emphasis is placed upon the training of primary teachers. Village and City teachers will find this course *especially* valuable. *Every teacher* of the graded schools will have an opportunity to receive instruction in the best methods of teaching as applied to primary or grammar grades. The Training

## OHIO UNIVERSITY

School also includes instruction in Rural School Methods and the Rural School Course of Study.

The Rural Training School is also in session during the Summer Term and all teachers taking training for positions in rural schools will have opportunity to observe a very fine type of teaching in the Rural Training School. Three members of the Normal College faculty give their entire time to this rural school work.

**Expenses.**—No tuition will be charged. The registration fee of \$3.00 will entitle students to all the privileges of the University, save special instruction in private classes. All students taking laboratory courses in Physics, Chemistry, Biology, Agriculture, or Psychology, will pay a fee of \$1.00 for each course, payable to the Registrar at time of registration.

*In no case will this registration fee, or any part of it, be returned to the student after it has been paid to the Registrar.*

Boarding in clubs, per week, costs from \$2.25 to \$2.50, and in Boyd Hall and Women's Hall, \$2.50. A student may attend the Summer School six weeks and pay all expenses, except the railroad fare, on from \$25.00 to \$30.00. By observing the strictest economy, less than this would be required.

**Ample Accommodations.**—No school town can offer better accommodations at more reasonable prices than Athens. Nicely furnished rooms, in private houses, *convenient to the University*, may be rented for \$1.00 a week, including light, bedding, fuel, towels, and everything needed by the roomer. This rate is given where two students occupy the same room. If occupied by



## SUMMER SCHOOL

one student, such rooms usually rent for \$1.25 a week. It is safe to say that four-fifths of the rooms rented to students are rented from \$0.75 to \$1.00 each per week.

**Women's Hall and Boyd Hall.**—These two buildings will accommodate about 180 women students. They are owned by the University and the rooms are of good size and well furnished.

Students securing quarters here will pay from \$3.50 to \$3.75 per week for board and lodging, everything being furnished save soap and towels. Students wishing rooms in these buildings should engage them in advance. Such rooms are always in demand. For room in Boyd Hall, write to Miss Willanna Riggs, Dean; for room in Women's Hall, write to Mrs. Bertha T. Dowd, Dean.

It is required that every student occupying a room in either of these buildings pay the weekly charge *for the whole term*. It is manifestly unfair to the University to lose the moderate rental charged for these rooms for any portion of the term. To vacate a room after the opening of a term usually means the loss of rental fees for it from that time on.

Students who do not wish to engage rooms in advance will experience no trouble in getting *promptly located*. One thousand students can find desirable accommodations in Athens.

**A City Without Saloons.**—For the fourth time the city of Athens voted against the saloons, December 22, by a larger majority than ever before. Athens is one of the cleanest and one of the prettiest cities in Ohio, and has an abundant supply of the best water in the State—at least

## OHIO UNIVERSITY

none better. The churches, Sunday Schools, Y. M. C. A., and Y. W. C. A., all welcome the students to their services. The city is famed for its healthful climate.

**Library, Etc.**—The museums, art studios, library, and gymnasium of the University will be accessible to students *free of charge*. Within the last few years thousands of dollars' worth of books on Education have been added to this Library, until now the State Normal College has one of the best pedagogical libraries in this country.

**Text-Books.**—All text-books will be supplied at the *lowest prices* possible. Students should bring with them as many supplementary texts as convenient. See list of text-books on page 62 of this Bulletin. Often a student may save the cost of the books by looking over the list in advance, and bringing from home such books as are needed.

**Range of Studies.**—The following subjects will be taught during the Summer term. Prospective students may see that *almost every subject* in the various University and Normal-College courses will be presented during the Summer term. Students who do not find in the following list of subjects the studies they wish to pursue, will be accommodated if a sufficient number of requests for other work are made. The classes regularly scheduled are as follows: Arithmetic (five classes), Grammar (four classes), U. S. History (four classes), General History, Ohio History, Algebra (four classes), Public-School Drawing (four classes), Free-Hand Drawing, Designing, Book-keeping (two classes), Physiology, Physiography, Psy-



## SUMMER SCHOOL

chology, (two classes), Zoology, Economics. Beginning Latin, Cæsar, Vergil, Cicero, Advanced Latin, Physics (three classes), Electrical Engineering, History of Education (two classes), Principles of Education, (two classes), Science of Education, School Management, School Administration and School Law, the Elementary Course of Study, the Secondary Course of Study, Rural School Course of Study, Primary Methods (two classes), Grammar Grade Methods (six classes), Observations and Methods in Rural Schools, Pedagogical Conferences, Geography (three classes), American Literature, English Literature (two classes), Ethics, Preparatory Rhetoric (two courses), American Poetry, English Poetry, Schoolmasters' Conferences, Paidology, or the Science of the Child (two classes), Elementary Chemistry, Qualitative Analysis, Quantitative Analysis, Organic Chemistry, Stenography, Typewriting, (two classes), Elementary Manual Training, (three classes for teachers and two classes for boys), Physical Laboratory, Chemical Laboratory, Biological Laboratory, Psychological Laboratory, Hygiene and Sanitation, Elementary Agriculture, Advanced Agriculture, Practical Gardening, How to teach Agriculture, Nature Study, Bird Study, Botany (two classes), Observation in Training School, Teaching School, Ethics, Sociology, Plane Geometry, Solid Geometry, Trigonometry, Mechanical Drawing, Sight Reading (in music), How to Teach Public-School Music, Vocal Music, Chorus Work, European History, Civics, Beginning German, Advanced German, Beginning French, Advanced French, Kindergarten (three classes), Domestic Science, ( Plain Sewing, Cooking, and Art Needlework), Oratory, Public Speaking, Interpretative

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Reading, Practical Gardening, Agriculture (seven classes), and other subjects if a sufficient demand is made at the opening of the term.

**Private Lessons.**—Arrangements may be made by students attending the Summer term for *private lessons* in Greek, Latin, German, French, Spanish, Voice Culture, Piano, Organ, Violin, Higher Mathematics, Philosophy, Elocution and other branches scheduled in any of the University courses. The cost of such instruction in each branch, varies according to the nature of the work. Individual private instruction costs more than private instruction given to small groups. Miss Monfort will give private lessons in Expression for \$8 for the six weeks, two lessons per week, paid in advance. Prof. Evans will offer private instruction in Preparatory Latin at the rate of \$6.00 for one full term's work, or \$ 15.00 for three terms; or collegiate Latin for \$7.00, or \$18.00 for three terms. Miss Jones will give private instruction in Piano and Harmony for \$9.00 for 12 lessons. Professor Hisey will offer instruction on the Violin at the rate of \$9.00 for 12 lessons. Miss Hughes will give instructions in Voice at the rate of \$9.00 for 12 lessons, and Professor McVay will offer instruction on the Pipe Organ at the same rate. For other subjects, write to the President of the University. Inasmuch as the work offered in the regular classes of the Summer School covers so wide a range of subjects, it will be, in most cases, a matter of election on the part of students if they take private instead of class instruction.

**Summer School Advantages.**—Besides having an opportunity to pursue systematically *almost*



## SUMMER SCHOOL

*any study desired*, under the direction of those regularly employed in this work, the student of the Summer School enjoys the advantages of the acquaintance, friendship, and counsel of many prominent superintendents, examiners, principals, and others who are always on the lookout for progressive, well-qualified teachers. Hundreds of wide-awake teachers find more lucrative and more desirable positions through attendance at Summer School.

**How to Reach Athens.**—Athens is on the main line of the following railroads: Baltimore and Ohio Southwestern, Hocking Valley, and Ohio Central Lines. Close connections are made with these lines at the following named places: Cincinnati, Loveland, Blanchester, Midland City, Greenfield, Chillicothe, Hamden Junction, Parkersburg, Marietta, Middleport, Gallipolis, Portsmouth, New Lexington, Lancaster, Logan, Columbus, Thurston, Zanesville, Palos, Delaware, Marion, and other points. Students on any railroad line may leave their homes in the most distant part of the State and reach Athens the same day.

**Request for Names.**—Superintendents and teachers are requested to send to the President of the University the names and addresses of teachers and others who would likely *be interested* in some line of work presented at Ohio University and State Normal College. The Ohio University Bulletin is sent free and regularly to all persons who desire to have their names enrolled on the mailing list. The souvenir edition of the Summer School Bulletin for 1911 is a valuable book of 244 pages, containing hundreds of pictures. Ask for a copy.

## OHIO UNIVERSITY

**A Teachers' Bureau.**—Positions aggregating *sixty thousand dollars* were secured by us for our students last year. The Dean of the Normal College conducts, *free of charge*, a bureau for teachers, and is always glad to aid worthy teachers in this way, and to aid superintendents in finding the best qualified teachers. *Superintendents are urged to write to the Dean early* and make known their needs, and thus get first choice of the best teachers. Hundreds of trained and experienced teachers attend the Summer School. If Superintendents will communicate with the Dean of the State Normal College, they may secure the services of the best trained Normal College graduates. There is a strong demand for them and early applications are necessary.

**Conclusion.**—The President of the University will cheerfully answer *any questions* teachers or others desire to ask. The many addresses made by members of the Faculty the past year, and the large quantity of printed matter sent out, have served to give prominent attention to the work of the University and the State Normal College. In this way *thousands of people* have learned to know something of the broad scope of work undertaken at Athens. For further information concerning the Summer School of 1912, write to Henry G. Williams, Dean State Normal College, Athens, Ohio. For latest catalogue, other printed matter, or special information, address

ALSTON ELLIS,

President Ohio University, Athens, Ohio.



SUMMER SCHOOL,

COURSES OF STUDY

For the Summer School of Ohio University and  
State Normal College, June 17, 1912, to July 26,  
1912

FACULTY

ALSTON ELLIS, PH. D., LL. D.,

*President.*

Hours of  
Credit

HENRY G. WILLIAMS. A. M., PED. D.,

*Dean State Normal College and Profes-  
sor of School Administration.*

Secondary Course of Study.....	33
Elementary Course of Study .....	45

EDWIN W. CHUBB, LITT. D.,

*Dean College of Liberal Arts and Professor  
of Rhetoric and English Literature.*

Tennyson, Collegiate.....	45
The History of English Literature. (Two Sections) Preparatory.....	60

FLETCHER S. COULTRAP, A. M.,

*Principal of the State Preparatory School.*

School Management, Two Sections.....	36
Grammar, two sections, Reed and Kellogg, Preparatory.....	60

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ELI DUNKLE, A. M.,  
*Professor of Greek and Registrar of  
the University.*

Beginning Latin, Preparatory.....	60
Cæsar, Preparatory .....	60
Cicero's Orations, Preparatory.....	60
Vergil, Preparatory .....	60

DAVID J. EVANS, A. M.,  
*Professor of Latin.*

Methods of Teaching Latin, Collegiate ....	30
Freshman Latin, Winter Term, Collegiate.	48
Second Term Latin, Preparatory.....	60

WILLIAM HOOVER, PH. D., LL. D.,  
*Professor of Mathematics and Astronomy.*

Third Term Algebra, Preparatory... ..	60
Fourth Term Algebra, Collegiate .....	44
Plane Trigonometry, Collegiate.....	48

ALBERT A. ATKINSON, M. S.,  
*Professor of Physics and Electrical Engi-  
neering.*

GEORGE E. McLAUGHLIN,  
*Instructor in Manual Training and Workshop.*

F. C. LANGENBERG,  
*Instructor in Physics.*

CHARLES O. WILLIAMSON, B. S.,  
*Assistant Instructor in Manual Training.*

First Term Physics, with Laboratory Practice, Preparatory.....	75
Second Term Physics, with Laboratory Practice, Preparatory .....	60



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Junior Physics, with Laboratory Practice, Collegiate .....	48
Elementary Physics, Review.....	No Credit
Manual Training, Preparatory, for Boys, two classes, .....	30
Elementary Woodwork, for Teachers.....	30
Bench work, for Teachers .....	30
Cabinetmaking, for Teachers.....	30

WILLIAM FAIRFIELD MERCER, PH. D.,  
*Professor of Biology and Geology.*

J. A. MYERS, B. S.,  
*Assistant.*

Entomology, Collegiate.....	48
Teachers' Course in Physiology, Prepara- tory.....	45
Zoology, Collegiate.....	60
Hygiene and Sanitation, Collegiate.....	48

WILLIAM B. BENTLEY, PH. D.,  
*Professor of Chemistry.*

First Term Chemistry, Collegiate.....	60
Second Term Chemistry, Collegiate.....	44
Quantitative Analysis, Credit according to work done. ....	
Qualitative Analysis, First Term, Collegi- ate .....	36

CHARLES M. COPELAND, B. PED.,  
*Principal of the School of Commerce.*

Milne's Practical Arithmetic, Preparatory, two sections.....	60
First Book-keeping, Collegiate.....	60
Second Book-keeping, Collegiate.....	60

# OHIO UNIVERSITY

HIRAM R. WILSON, A. M., LITT. D.,  
*Professor of English, State Normal College.*

High School Methods in Teaching English	30
English Poetry, Collegiate.....	45
American Poetry, Collegiate.....	33
Literature for the Primary Grades, Collegiate .....	36

WILLIS L. GARD, A. M., PH. D.,  
*Professor of the History and Science of Education.*

High School Methods, Collegiate.....	36
Science of Education, Collegiate.....	45
History of Education, Modern Period, Collegiate ....	36
History of Elementary Education.....	44

FREDERICK C. LANDSITTEL, B. PED.,  
*Assistant Professor of the History and Science of Education.*

Principles of Education, First Term.....	33
Principles of Education, Second Term.....	36
Theory and Practice, Preparatory.....	36
Methods and Observations in Grammar Grades, Collegiate.....	60

EDSON M. MILLS, A. M., PH. M.,  
*Professor of Mathematics.*

Arithmetic with Methods, two sections, Collegiate .....	48
Plane Geometry, Preparatory.....	60
Solid Geometry, Preparatory.....	60
Methods of Teaching Arithmetic, Grammar Grades, Collegiate.....	22



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FREDERICK TREUDLEY, A. M.,

*Professor of Philosophy and Sociology.*

Ethics, Collegiate.....	45
Sociology, Collegiate.....	33
American Literature, Preparatory.....	60
School Administration and School Law, Collegiate.....	45

LEWIS JAMES ADDICOTT, B. S., C. E.,

*Professor of Civil Engineering.*

First Term Algebra, Preparatory.....	60
Second Term Algebra, Preparatory.....	60
Mechanical Drawing, Collegiate.....	20

OSCAR CHRISMAN, A. M., PH. D.,

*Professor of Paidology and Psychology.*

HERMAN O. YOUNG,

*Assistant.*

Paidology—Childhood, Collegiate.....	45
Paidology—Boygirldhood, Collegiate.....	45
Experimental Psychology, Collegiate.....	45
Introductory Psychology, Collegiate.....	45

EMIL DOERNENBURG, PH. B., A. M.,

*Assistant Professor of German.*

Beginning French, Collegiate.....	60
Advanced French, Collegiate.....	60
Beginning German, Preparatory.....	60
Second Term German, Preparatory.....	60
Advanced German, Collegiate.....	48

E. C. MILLER, B. S.,

*Instructor in German.*

German I and II together.....	120
German III.....	60

## OHIO UNIVERSITY

THOMAS N. HOOVER, A. B., A. M.,

*Professor of History, State Normal College.*

Freshman U. S. History, First Term.....	60
Freshman U. S. History, Second Term...	44
Freshman U. S. History, Third Term....	48
Review in U. S. History, Preparatory ....	60

E. J. JONES, JR., PH. B.,

General History, Fall Term.....	75
General History, Winter Term.....	55
General History, Spring Term.....	60
Civics, Preparatory.....	60

WM. F. COPELAND, PH. M., PH. D.,

*Professor of Agricultural Instruction*

CHARLES K. COOPERRIDER,

E. L. NIXON,

*Assistants*

Course I, Elementary Agriculture, two sections, Collegiate.....	48
Course II, General Agriculture, two sections, (Review).....	45
Course III, Rural School Agriculture, Collegiate.....	48
Course IV, Rural Economics, Collegiate..	36
Course V, Course of Study in Agriculture.	36
Special Lectures; see announcement.	

JOHN J. RICHESON, B. PED.,

*Professor of Physiography and Supervisor of Rural Training Schools.*

Physiography (Advanced Geography)....	36
Physical Geography, Preparatory.....	60
Observations and Methods in Rural Schools, Collegiate.....	60
Rural School Course of Study, Collegiate.	33



## SUMMER SCHOOL

CLEMENT L. MARTZOLFF, B. PED.,  
*Alumni Secretary and Field Agent.*

Methods of Teaching Geography, Collegiate.....	48
Ohio History, Collegiate.....	44
Economics, Second Term.....	22

SUPT. B. O. SKINNER, PH. B.,  
*Athens Public Schools.*

European History, Collegiate, First Term.	45
Beginning Rhetoric, Preparatory.....	60
Advanced Grammar and Methods, Collegiate.....	33
Methods of Teaching Grammar.....	30

EUGENIA MAY LISTON,  
*Instructor in Public-school Music.*

EDITH PALMER  
*Assistant, Public-School Music.*

Theory and Sight-Reading, Beginners' Class, two sections....	30
Theory and Sight-Reading, Advanced Class. ....	22
Methods of Teaching Music.....	30
Every-day Work in the Model School....	
Choral Class.....	30

MARIE A. MONFORT, M. O.,  
*Assistant Professor of Oratory.*

Interpretative Reading, Collegiate.....	30
Oratory, First Term, Collegiate.....	30
Public Speaking, Collegiate....	30
Private Classes also.....	

MARY J. BRISON, B. S.,  
*Instructor in Public-School Drawing.*

# OHIO UNIVERSITY

NETTA DUGA AND LOUISE ROACH,  
*Assistants.*

Public-School Drawing, two sections, First Term.....	30
Public-School Drawing, Second Term.....	22
Public-School Drawing, Third Term.....	24
Hand Work, Collegiate.....	44

W. A. MATHENY, A. M., PH. D.,  
*Professor of Civic Biology  
and Botany.*

Elementary Botany, Preparatory.....	60
Nature Study, Collegiate.....	48
Methods in Elementary Science.....	48
Practical Gardening, Collegiate.....	48

MABEL K. BROWN, PH. B.,  
*Instructor in Typewriting and Stenography.*

Beginning Typewriting.....	30
Advanced Typewriting.....	30
Beginning Stenography.....	30, or more
Advanced Stenography.....	30, or more

GEORGE C. PARKS, PH. B.,  
*Instructor in Penmanship, and Curator of the  
Gymnasium.*

Three classes in Penmanship.

EMMA S. WAITE,  
*Principal of Training School.*

Primary Methods and Observation for Graded Schools, Collegiate, reciting twice daily, two sections.....	60
Teaching, Collegiate.....	30



## SUMMER SCHOOL,

ELIZABETH MUSGRAVE,

*Critic Teacher, First-Year Grade.*

Class-room Teaching, 8 to 11 o'clock A. M.

AMY M. WEIHR, PH. M.,

*Critic Teacher, Second-Year Grade.*

Class-room Teaching, 8 to 11 o'clock A. M.

ELSIE S. GREATHEAD,

*Critic Teacher, Third-Year Grade.*

Class-room Teaching, 8 to 11 o'clock A. M.

WINIFRED L. WILLIAMS,

*Critic Teacher, Fourth-Year Grade.*

Class-room Teaching, 8 to 11 o'clock A. M.

MARGARET A. DAVIS,

*Critic Teacher, Fifth-Year Grade.*

Class-room Teaching, 8 to 11 o'clock A. M.

CORA E. BAILEY, B. PED.,

*Critic Teacher, Sixth-Year Grade.*

Class-room Teaching, 8 to 11 o'clock A. M.

MARGARET L. TILLEY,

*Critic Teacher, Seventh-Year Grade and  
Eighth-Year Grade.*

Class-room Teaching, 8 to 11 o'clock A. M.

HAIDEE CORAL GROSS,

*Principal Rural Training School, and Critic  
Teacher.*

Class-room Teaching, 8 to 11 o'clock A. M.

OHIO UNIVERSITY

EDITH BUCHANAN,

*Critic Teacher, Rural Training School.*

Class-room Teaching, 8 to 11 o'clock A. M.

CONSTANCE T. MCLEOD, A. B.,

*Principal Kindergarten School.*

Kindergarten in Session each day from 8:30 to 11.

CHARLES G. MATTHEWS, PH. M.,

*Librarian*

CARRIE ALTA MATTHEWS, A. M.,

*Assistant Librarian.*

*Library Hours:—*

*Monday, Tuesday, Wednesday, Thursday,  
Fridays.*

9:00 to 11:30 o'clock A. M.

1:00 to 5:00 o'clock P. M.

7:30 to 9:00 o'clock P. M.

*Saturday, 1:00 to 5:00 o'clock P. M.*

WILLANNA M. RIGGS,

*Dean of Boyd Hall.*

BERTHA T. DOWD,

*Dean of Women's Hall.*

EUGENE FRANKLIN THOMPSON,

*Secretary to the President.*

WILLIAM R. CABLE,

*Assistant to the Registrar.*

NELL R. SCOTT,

*Secretary to the Dean of the State Normal  
College.*



## SUMMER SCHOOL

### SPECIAL LECTURES OF PROFESSIONAL AND POPULAR CHARACTER.

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Several lectures and entertainments of a popular nature will be given by speakers and entertainers of wide reputation. Among those who will provide the popular lectures and entertainments may be mentioned the following:

1. *Hon. Frank W. Miller*, State Commissioner of Common Schools of Ohio.

2. *Hon. John W. Zeller*, Ex-Commissioner of Common Schools of Ohio.

3. *Prof. C. H. Lane*, Specialist in Agricultural Education, U. S. Department of Agriculture, Illustrated lectures.

4. *Prof. J. J. Crumley*, Specialist in Forestry, State Agriculture Experiment Station, Wooster.

5. *Prof. C. G. Williams*, Specialist in Agronomy, State Experiment Station, Wooster.

6. *Prof. E. G. Green*, Specialist in Horticulture, State Experiment Station, Wooster.

7. *Mr. W. A. Lloyd*, Specialist, State Experiment Station, Wooster.

8. *Hon. A. P. Sandles*, Secretary State Department of Agriculture, Columbus.

### CONFERENCES.

1. **For Superintendents and other Administrators.**—During the fifth week of the session, beginning Monday, July 15, a series of Conferences will be held daily at 3:10. Prominent School and College men will conduct these conferences, and

## OHIO UNIVERSITY

those advanced students who take School Administration at 7:50 daily throughout the term, or Secondary Course of Study daily at 9:50, will be required to attend these Conferences for five days and takes notes on the same.

2. **For Students of Agriculture.**—During the last five weeks of the session, beginning Monday, June 24, there will be special lectures on Agriculture at 3:10 daily, and all students taking one or more courses in Agriculture will be required to attend these special lectures and take notes on the same as a part of their regular course. Special Conferences of a practical nature for students of Agriculture will be held at 12:45 to 1:30 during the third week of the session, when conferences will be conducted by practical farmers and farmers' wives. These will deal with actual experiences, not with theory.

It is of importance that all students and prospective students, read with care the statements set forth below. They convey information that will save much trouble, and no little confusion, if they are understood and heeded.

Note that, with few exceptions, the Faculty of the Summer School is made up of Professors and Instructors regularly connected with OHIO UNIVERSITY and THE STATE NORMAL COLLEGE.

The position occupied, in the University Faculty, by each instructor, is shown by the italicized words. The subjects in charge of each instructor are clearly given in connection with his name. Hours of credit, for each subject, are shown by the number on the right-hand margin of the page. *In no case will more than 120 hours of college credit be given to any student for work done in the Summer School.*



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It is not advisable for a student seeking college recognition to undertake more than sufficient to round out the required hours of credit. When subjects selected by a student foot up more than the prescribed hours of credit, they may be taken, subject to the approval of the Committee on Classification, but the total hours of credit will in no case be permitted to exceed the 120-hour limit.

Students taking work for which no college credit is asked will be permitted much freedom in the choice of studies. All such, however, are strongly advised *not to attempt too much*. In most branches of study double work is done, and students should bear that fact in mind in selecting their work. In but few cases can students take with profit *more than three recitations daily—even this chiefly where review work is selected*.

It will be seen that full provision has been made for more than 150 recitations daily, not to mention the daily laboratory practice connected with the scientific studies, the daily teaching in the ten training schools, and the facilities for reading and investigation afforded within the hours when the University Library is open.

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# SCHEDULES OF RECITA- TIONS

Of the Summer School of Ohio University--June  
17, 1912, to July 28, 1912.

*(The figures in parentheses indicate the  
number of recitations per week.)*

7:00 A. M.

Advanced Arithmetic, Normal College, Sec- tion I.....	(5)
First Term Physics.....	(5)
Psychology, Introductory, Collegiate,....	(5)
Zoology, Collegiate, Laboratory, Monday, Tuesday, and Wednesday.....	(5)
Qualitative Analysis, Second Term.....	(5)
History of Education.....	(5)
Vergil.....	(5)
Cooking, 2 hours, twice a week.....	(4)
Milne's Practical Arithmetic, Section I...	(5)
Public-School Drawing, First Term.....	(5)
Observations and Methods in Rural Schools.....	(5)
General History, First Term.....	(5)
Elementary Agriculture, Sec. I, Collegiate	(4)
General Agriculture, Review .....	(4)
Beginning French .....	(5)
American Literature, General Review, Preparatory.....	(5)
German I and II (also at 2:25, requiring two periods) .....	(5)
Practical Gardening.....	(5)

7:50 A. M.

School Administration and School Law...	(5)
English Literature, Preparatory, Section I.	(5)



## SUMMER SCHOOL

Rural School Agriculture.....	(4)
First Term Algebra.....	(5)
Zoology, Collegiate, Laboratory, Monday, Tuesday, and Wednesday.....	(3)
First Term Chemistry, Collegiate.....	(6)
Advanced French.....	(5)
Third Term German.....	(5)
Principles of Education, First Term.....	(5)
Public-School Drawing, First Term.....	(5)
Advanced Typewriting.....	(5)
Paidology—Boygirlhood.....	(5)
Elementary Course of Study.....	(5)
Literature for the Primary Grades.....	(5)
Second Term Latin.....	(5)
Elementary Wood Work.....	(5)
Junior Physics.....	(5)
Freshman U. S. History, First Term.....	(5)
General History, Second Term.....	(5)
Oratory I.....	(5)
Teaching.....	

8:40-9:00 A. M., Chapel.

9:00 A. M.

Ward Method of Reading, Model Class...	(5)
New Education Method of Reading, Model Class.....	(5)
Rhetoric, Second Term, Preparatory.....	(5)
Methods of Teaching History.....	(5)
Rural School Course of Study.....	(5)
Second Term Algebra.....	(5)
Third Term Algebra.....	(5)
Model Sewing, 2 hours, twice a week....	(4)
Elementary Physics—Laboratory.....	(5)
United States History, Review.....	(5)
Paidology—Childhood, Collegiate.....	(5)
Methods in Elementary Science.....	(5)
Nature Study—Laboratory, Saturday.....	(1)

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Sociology.....	(5)
History of Elementary Education.....	(5)
Advanced German.....	(5)
Cæsar.....	(5)
First Accounting.....	(5)
Entomology.....	(5)
Advanced Grammar and Methods.....	(5)
Public-School Drawing, Second Term....	(5)
Manual Training, Cabinet Making.....	(5)
Music in Training School.....	
Drawing in the Training School..	

### 9:50 A. M.

Agricultural Course of Study.....	(3)
Secondary Course of Study.....	(5)
Theory and Practice of Teaching.....	(5)
Public Speaking.....	(5)
Cicero de Senectute et de Amicitia, Freshman.....	(5)
Plane Geometry.....	(5)
Second Term Physics—Laboratory.....	(5)
Nature Study—Laboratory, Saturday....	(1)
Physiology, for Teachers.....	(5)
Grammar, Reed and Kellogg, Section I..	(5)
Science of Education.....	(5)
Primary Methods and Observation.....	(5)
Observations in Kindergarten.....	(5)
Second Accounting.....	(5)
Methods of Teaching Geography,.....	(5)
Political Economy, Collegiate.....	(5)
Elementary Botany.....	(5)
Manual Training, Bench Work.....	(5)
Penmanship.....	(5)
Music in Training School.....	
Public-School Drawing, Second Term....	(5)
General History, Third Term....	(5)



## SUMMER SCHOOL

### 10:40 A. M.

English Poetry.....	(5)
School Management and School Law.....	(5)
Rural Economics .....	(3)
Physical Geography.....	(5)
Solid Geometry.....	(5)
Elementary Physics—Laboratory .....	(5)
Electrical and Magnetic Calculations.....	(5)
Freshman U. S. History, Third Term.....	(5)
Experimental Psychology, Collegiate.....	(5)
Qualitative Analysis, First Term.....	(5)
Beginning German, First Term.....	(5)
Cicero's Orations.....	(5)
Hand Work, Normal College.....	(5)
Typewriting I.....	(5)
Methods of Teaching Grammar.....	(5)
Choral Class.....	(5)
Penmanship.....	(5)
Interpretative Reading.....	(5)
Art Needle Work .....	(5)

### 1:30 P. M.

Elementary Agriculture, Sec. II.....	(4)
General Agriculture, Sec. II, Review ....	(4)
Plain Sewing, 2 hours, each day.....	(10)
English Literature, Preparatory, Sec. II.	(5)
Principles of Education, Second Term....	(5)
Plane Trigonometry.....	(5)
Second Term Physics .....	(5)
Primary Methods and Observation.....	(5)
School Hygiene and Sanitation, Collegiate	(5)
Beginning Latin.....	(5)
Commercial Law.....	(5)
Methods in School Music.....	(5)
Stenography I.....	(5)
Manual Training, for pupils, 7th and 8th grades.....	(5)

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European History, Collegiate.....	(5)
High-School Methods.....	(5)
Mechanical Drawing.....	(5)
Kindergarten Theory and Activities.....	(5)
Hand Work, Normal College.....	(5)
Public-School Drawing, Third Term.....	(5)

### 2:20 P. M.

Physics, Review .....	(5)
Beginning Rhetoric.....	(5)
Fourth Term Algebra, Collegiate .....	(5)
Advanced Physics—Laboratory .....	(5)
Grammar-Grade Methods .....	(5)
Nature Study.....	(4)
Milne's Arithmetic, Section II.....	(5)
Zoology, Thursday, Friday.....	(2)
Chemical Laboratory, Monday, Tuesday, Wednesday, Thursday.....	(4)
Grammar, Reed & Kellogg, Section II...	(5)
Stenography II.....	(5)
Beginning German, First Term, Second Recitation .....	(5)
Advanced Arithmetic, Normal College ...	(5)
Theory and Sight Reading—Beginners' Class in Vocal Music.....	(5)
Advanced Geography (Physiography)....	(5)
Mechanical Drawing .....	(5)
Public-School Drawing, Third Term .....	(5)
Public-School Drawing, First Term, Second Section .....	(5)

### 3:30 P. M.

Art Needlework, 2 hours twice a week ...	(4)
European History, Collegiate.....	(5)
Methods of Teaching Arithmetic, Col- legiate .....	(5)
Ohio History, Collegiate .....	(5)
Advanced Physics—Laboratory.....	(5)



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Second Term German.....	(5)
Civics, Preparatory.....	(5)
Elementary Physics, Review.....	(5)
Second Term Chemistry, Collegiate.....	(5)
Ethics.....	(5)
Public-School Drawing, First Term, Second Section.....	(5)
Theory and Sight Reading—Advanced Class in Vocal Music.....	(5)
American Poetry, Collegiate.....	(5)
Penmanship.....	(5)
Schoolmasters' Conferences, 3:10 to 5:00 o'clock P. M., fifth week.	

4:20 P. M.

Overflow and Additional Classes will be  
scheduled at this hour.

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## THE COURSES OF STUDY IN THE SUMMER SCHOOL==1912

### SCHOOL ADMINISTRATION, SCHOOL MANAGEMENT, COURSES OF STUDY, AND SCHOOL LAW

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**School Administration.**—A senior study in the degree courses of the State Normal College. Credit given on any course, 45 hours. Designed especially for superintendents, principals, and supervisors, and those preparing for work in any line of school administration. Chancellor's "Our Schools and Their Administration" is the text, but many references are given to special reports, N. E. A. proceedings, and Bulletins from the office of the U. S. Commissioner of Education.

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**The Elementary Course of Study.**—This course is designed especially for teachers of elementary schools and rural schools; also for superintendents who need instruction in making a course of study. A sophomore study in the diploma course and a senior study in the superintendents' course; 45 hours' credit on any course. The texts are: McMurry's Course of Study and Williams's Course of Study for Ohio Schools.

**The Secondary Course of Study.**—A thorough study of the high-school course of study, the principles of secondary teaching, the organization of the material of the course of study, and the articulation of the high-school with higher, professional, and technical education. Report of the Committee of Seventeen, the Report of the Committee of Ten, and DeGarmo's Principles of Secondary Education, Vol. I., will be used. Credit, 33 collegiate hours.

**School Management and School Law.**—This course is designed for rural teachers and for teachers of graded elementary schools, in town or city. The work is collegiate, with freshman rank, 36 hours' credit on the course for elementary teachers, or the same number of hours as elective credit on any other college course. "Dutton's School Management" is the text, but all other texts may also be used to good advantage by the student. There will be two sections of this class.

## THE HISTORY AND PRINCIPLES OF EDUCATION

**History of Education.**—Modern Period. A general survey of educational thought from Comenius to the present. Special attention will be



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given to the conditions of society which made necessary the great reforms in educational methods. Senior course. Monroe, *A Text-Book in the History of Education*. Credit, 36 hours. Collegiate.

**Science of Education.**—A general statement of the biological and psychological principles upon which educational practice is founded. Junior course. Bolton, *Principles of Education*. Credit, 45 hours. Collegiate.

**Principles of Education.**—First term. A brief course in which is examined some of the fundamental principles of teaching. Freshman course. Bagley, *The Educative Process*. Credit, 33 hours. Collegiate.

**Principles of Education.**—Second term. A course in general method based on the first term's work. Freshman course. Strayer, *A Brief Course in the Teaching Process*. Credit, 36 hours. Collegiate.

**Theory and Practice.**—A concrete study of the more obvious principles of teaching including observation in the Rural Training School. Betts, *The Recitation*. Credit, 30 hours. Preparatory.

**History of Elementary Education.**—A brief survey of the more important phases of the history of education from ancient to modern times. Sophomore course. Anderson, *History of Common School Education*. Credit, 48 hours. Collegiate.

**Grammar-Grade Methods and Observation.**—This course offers an opportunity to make a careful study of the process of teaching the various subjects in the grammar grades. The course con-

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sists of systematic observation in the Training School, assigned readings and recitations. Sophomore course. Credit, 60 hours. Collegiate.

**High-School Methods.**—A discussion of the more fundamental problems involved in classroom teaching in the secondary schools. Attention will be given to general methods, lesson assignments, the use of texts, and laboratory and library work. Reports on assigned readings and lectures. Junior course. Credit, 36 hours. Collegiate.

## ETHICS, SOCIOLOGY, AND PHILOSOPHY

**Ethics.**—The text-book will be the new book by Dewey and Tuft. The order of treatment embraces the development of ethical ideas in the course of the progress of the race, a thorough treatment of the significance of these ideas, and the applications of the principles of ethics to the great concerns of life. Collegiate credit of 45 hours will be given.

**Sociology.**—The text-book will be Cooley's Social Organization. Collegiate credit of 33 hours will be given.

**Philosophy.**—This course is intended to meet the wants of those students in normal courses of whom but one term's work—philosophy—is required, and also can be credited as the fall term work in philosophy for those students of whom one year's work is required. Fullerton's Introduction to Philosophy will be used and Collegiate credit of 45 hours will be given.



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### PAIDOLOGY AND PSYCHOLOGY

**Paidology (Childhood).**—This course includes the period of childlife from about three years of age till near ten years of age, children as found in the primary grades and the Kindergarten. The general characteristics of childhood, diseases of this period, the senses, mental and physical development, care of children, etc., are studied. Also observations and studies of children are carried on in the field and in the laboratory. This gives one term, 45 hours, of college credit.

**Paidology (Boygirldhood).**—This course covers the period from about ten years of age till near fifteen years of age, including boys and girls as found in the grammar grades and the lower high-school grades. Attention is directed to the remarkable growth and the changes that take place and to the conditions, etc., of this time of life. Also observations and studies of boys and girls are carried on in the field and in the laboratory. This gives one term, 45 hours, of college credit.

**Psychology (Introductory).**—The aim of this course is to give an outline of the subject in order to acquaint the student with the phenomena and laws of mental life. Besides the class-room work there will be given laboratory work in simple experimentation. The text-book will be Pillsbury's *Essentials of Psychology*. This is the regular Freshman work and gives one term, 45 hours, of college credit.

**Psychology (Experimental).**—This is the beginning course offered for those who may want more advanced work in psychology than of the introductory course. The work in both class-

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room and laboratory will be of a more advanced nature than in the introductory course. This is the regular Junior work and those completing this course can continue the work in the Winter term of the University. The text-book will be Titchener's Text-book of Psychology. This gives one term, 45 hours, of college credit.

### THE TRAINING SCHOOL

The State Normal College has under its direct supervision and control a Training School, where skilled teachers of broad training and experience are to be found giving the best instruction by the most approved methods. One of the most essential features in the training of teachers is the observation and practice work in the Training School.

During the Summer term a Training School consisting of eight grades will be conducted by Miss Emma S. Waite, Principal, assisted by the seven regular critic teachers. In other words, the entire Training-School force will be at work during the Summer term. The Training School will be regularly organized and the children will receive systematic instruction.

**Primary Methods.**—After each morning lesson in Theory or Methods, a class from the Training School will be brought in, and the opportunity of seeing the application of the methods just discussed in class, will be given. Care has been taken to arrange the Primary Method and Observation classes so as to make it possible for students to get credit for a full term's work, 60 hours. All who desire credit must



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take the work in both the 9:50 and 1:30 classes, the afternoon class reciting but three times a week. The text used is Arnold's Waymarks for Teachers.

**Ward Method in Reading.**—Many cities in Ohio and elsewhere have adopted the Ward Method of teaching Reading and require teachers who have been especially trained in the principles and practice of this method. All grade and rural teachers would do well to make a study of this system and ample opportunities will be offered in the Summer School. A specialist in Ward Reading will have a class of children in the forenoon and a class of teachers in the afternoon. Credit 30 or 60 hours.

**New Education Method in Reading.**—Another very popular method of teaching Reading is the New Education Method, and we have secured a specialist who has taught this method for a number of years, is a graduate of Teachers' College, Columbia University, and has had great success in her teaching the method in Summer Schools and Institutes. She will have a class of beginners in Reading in the forenoon and a class of teachers in the afternoon. Teachers should discontinue the old way of teaching Reading and use one of the new ways. Credit 30 or 60 hours.

**Grammar Grade Methods.**—A similar arrangement prevails in Grammar-Grade Methods. Teachers have here unexcelled opportunity to see expert teaching under *real* conditions.

**Rural Training School.**—The Training School for teachers preparing to teach in the rural schools will be in session the entire term, and

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observation and practice work may be done by all students qualified. We believe there is no other Rural Training School in session in Ohio during the period of the Summer School.

**Kindergarten School.**—Our Kindergarten Training School will also be in session and regular work will be given by the Principal.

An opportunity to teach will be given only to those who have completed Elementary Psychology, Principles of Education, and Methods. Exceptions may be made, however, in the case of some whose unusual experience and preparation would seem to warrant special consideration.

**Rural-School Courses.**—Courses in Rural-School Methods and Observations and in Rural-School Course of Study will be offered. This work is done in a unique manner, there being a rural training school in connection with the college where the work as taught in the college class-room is exemplified in actual practice.

The fact that one-half of the teachers of Ohio must teach in rural schools and small village schools, and that nearly one-half of the school children of the state must be under the instruction of these teachers, leads us to hope that advantage will be taken of the offerings of this department, and that the rural teachers as a body will strive to become better equipped through training. Thirty hours of college credit given in each course.

## PUBLIC-SCHOOL MUSIC

The study of music in the public schools is no longer an experiment in the most progressive parts of our country. Its value as a mental

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discipline is thoroughly realized by all leading educators. It is hoped that many who are musically inclined and are otherwise fitted for teaching the subject will become interested in one or more of the courses offered in Public-School Music. Classes will be formed as follows:

**A Beginners' Class in Theory and Sight Reading.** Two Sections.

**Advanced Class in Theory and Sight Reading.**

**A Teachers' Method Class** for those supervising Music in public schools or those fitting themselves for such a position.

**Choral Class.**—Chorus work is always popular with teachers who are musically inclined. An excellent opportunity for training in choral work and regular credit will be given.

Students taking any work in Public-School Music will have an opportunity to observe regular teaching in the Training School and college credit will be given to all those completing such work.

**Special Teachers' Course in Public-School Music** is given at the State Normal College and all students desiring to fit themselves as Supervisors of Music in Public Schools will find here just the course they want, in the Special Music Teachers' Course.

## ART DEPARTMENT

School drawing is taught primarily not to make artists but as a means of developing appreciation of the beautiful. The practical use of mechanical and object drawing in correlation



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with other subjects in the curriculum can not be denied; but drawing in connection with hand-work has obtained its present place in public-school courses on account of its educational value.

**School Drawing, First Term.**—Object drawing is given with particular attention to placing on the paper and general composition; also, some elementary designing is taught with practical reference to school work; credit, 30 hours. Two sections.

**School Drawing, Second Term.**—This course aims to include the mechanical drawing necessary for teaching in the grammar grades. A number of lessons are given on the theory of color. Color scales will be made and color schemes copied from Japanese prints; credit, 22 hours.

**School Drawing, Third Term.**—Type problems for public-school grades will be worked out and provisions made for observation in the different grades in the Training School; credit, 24 hours.

**Manual Training.**—Three classes daily, each with a credit of 30 hours. The "Old Gymnasium" now affords excellent quarters for this important work. The shop equipment has been more than doubled within the last two years. Prospective teachers of this subject will find both equipment and teaching service of an up-to-date character. A course in Elementary Wood Work for teachers is offered for those who wish to make a beginning in Manual Training. More advanced courses in bench work and cabinet making are also offered. Boys of 7th and 8th grades are accommodated in two classes.

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**Hand Work.**—A course in cardboard construction, knife work, clay modeling, Venetian iron, and raffia and reed work, planned for primary and intermediate grades, but suggestive for a course for higher grades, will be offered. Materials for hand-work can be obtained at cost from the head of the department. Cost of materials \$1.50; credit 44 hours, collegiate.

**Mechanical Drawing.**—Using Cross's "Mechanical Drawing," and will require two periods a day. Eight plates will be required, two being lettering plates. Particular attention will be given to practical school drawing. The credit given will be 20 hours.

## ENGLISH

**American Poetry.**—Page's "The Chief American Poets" will be the text used in this course. The class will meet five times each week. Thirty-three hours of college credit will be given. The subject will be taken up from an advanced standpoint. American Poetry is required in all elementary and secondary Normal-College courses.

**English Poetry.**—This course of five hours each week will be based upon the material presented in Page's "British Poets of the Nineteenth Century." As in the course in American Poetry, methods of teaching various selections taken from the text will receive due attention. Forty-five hours of college credit will be given. This subject is required in all elementary and secondary Normal-College courses.

**High-School Methods in Teaching English.**—This course will be open to students of rather an advanced grade, those who are looking forward

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to teaching some phase of English work in the high school. The course is one in methods, and will not give any extensive consideration to the content-side of literature. In the first part of the term the time will be given to a discussion of how to present to a class the representative literary forms, such as the drama, the novel, the epic, the oration, the essay, etc. The study will be largely based upon the "Required Classics" for high schools. The latter part of the course will be devoted to the various methods of teaching composition. Thirty hours' credit will be given.

**American Literature.**—In this course of five hours each week, Simonds's "History of American Literature" will be used as a text. The course will cover the entire text, and will be supplemented by literary work. John Woolman's "Journal" and "The Scarlet Letter" will be studied critically in the class. Sixty hours' credit will be given. This is a preparatory subject.

**Literature for the Primary Grades.**—The class in this subject will meet five times each week, and will study representative myths, fables, folk-lore, fairy tales, and one or two of the great epics. The purpose of this course will be largely to acquaint the student with source material. Methods of teaching this phase of literature in grade work will receive consideration. Thirty-six hours of college credit will be given. This subject or the alternate, Literature for the Grammar Grades, is required in all the short Normal-College courses.

**English Grammar.**—There will be three sections in English Grammar. Two sections will



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study Reed and Kellogg's Higher Lessons in English, and a more advanced section will use Reed and Kellogg's High School Grammar. Thirty-six hours' Normal College credit will be given for the advanced work.

**Elementary Rhetoric.**—Two classes will be formed—first and second terms—both of Preparatory grade. In the first term's work, Woolley's "Handbook of Composition" is the text; in the second, Cairn's "Forms of Discourse." Composition work will be the chief feature of this course. Methods of teaching composition in the grades will be discussed.

**Tennyson.**—A Freshman Collegiate course including a study of *In Memorium*, *The Princess*, and the *Idylls of the King*, as well as some of the shorter poems. The text is any complete edition of Tennyson's poems. Credit 45 hours.

**The History of English Literature.**—A rapid survey of the field of English Literature from Chaucer to Tennyson. A text such as Halleck's or Long's is recommended. This course is especially designed, both for those who wish to review the subject for examination purposes and for those who desire a term's credit in preparatory English. There will be two sections. Credit—A term of preparatory English.

**Oratory.**—The aim is to acquire a pure tone, strength and flexibility of the voice, and a natural and easy manner of reading or speaking from the platform. Miscellaneous selections are studied and parts committed which will be recited by the students before the class. Text: Fulton and Trueblood; 30 hours' credit.

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**Public Speaking.**—The principles of Public Speaking are studied, masterpieces of modern orations are taken as models, original orations written and delivered from the platform, extemporaneous speeches and original descriptions and narrations delivered before the class. Text: Kleiser's *How to Speak in Public*; 30 hours' credit.

**Interpretative Reading.**—This course is arranged for those who are fitting themselves for teaching. The general principles of Reading are studied: Emphasis, Breathing, Voice Culture and the correction of faults and mannerism—that the thought may be expressed without limitation. Especial attention is given to the interpretation of literature and its manner of presentation in the elementary schools. Studies to be used: Cuttings from *The Vision of Sir Launfal*, *Hiawatha*, *Enoch Arden*, and short poems selected from the best authors. Notebooks to be used; 30 hours' credit.

**Private Lessons in Expression.**—The best results in the study of Expression are gained by the private criticism. It enables the instructor at the beginning, to discover the personal difficulties and to develop the student along the lines in which he is deficient. For this six week's course of private lessons,—two lessons a week, a fee of \$ 8 will be charged, payable in advance.

## GEOGRAPHY

**Advanced Geography.**—This course will be conducted by means of lectures and assigned readings, and will be illustrated by the lantern. It will deal with the effect of environment upon

## SUMMER SCHOOL

life and the causes leading to what may be seen in the physical, social, political and economic world. College credit, 36 hours.

**Methods of Geography.**—A discussion of methods necessarily carries with it more or less of the subject matter itself. To this end "Type-studies" will be made the basis of the work. The aim will be to emphasize the "New Geography" in contradistinction to the "memory-grind" system. Sutherland's "The Teaching of Geography" will be the basis of study; credit, 44 hours, collegiate.

**Physical Geography.**—Salisbury's "Physiography" will be used as a text and the lantern will be freely used, as will also the stereoscope. Field trips and library assignments will supplement the texts. A preparatory credit of 60 hours will be given to those who complete the term's work. Students who have completed this subject in a good high school are not advised to enter this class.

## HISTORY AND GOVERNMENT

**Ohio History.**—The popularity of this course, last year, leads to our offering it again. No arguments need be offered as to the value of such study. The *source method* will be used as the basis of instruction and the salient features of the State's history will be fully covered in the six weeks. Martzoff's "Synopsis of Ohio History" will furnish the outline of investigation; credit, 45 hours, collegiate.

**Civics.**—Emphasis will be placed on the actual Government in the nation, state and local areas. The credit will be preparatory, sixty hours. *Government in State and Nation*, by J. A. James and A. H. Sanford, is the text.



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**United States History, Review.**—This course is specially intended to be of service to those preparing to take the teachers' examination. Any book may be used, as the work will be taken up by topics. Preparatory credit of sixty hours will be given on the completion of the course.

**Political Economy, Collegiate.**—The regular winter term's work will be given. Ely and Wicker's *Political Economy* will be the text. Special attention will be given to industrial problems of the present day. Credit of 22 hours will be given on the completion of the course.

**General History.**—All three terms of work in this subject will be offered. Whether the work will be a general review as a preparation for examination, or a term's work in Ancient, Medieval, or Modern History, will depend upon the wishes of those who enroll for this subject. Myers's *General History* is the text.

**Collegiate U. S. History.**—All three terms will be offered. History I covers the Colonial Period, up to 1789; the text is Thwaite's "Colonies". History II covers the period from 1789 to 1860. Hart's "Foundation" is the guide. History III covers the time from 1860 to the present time. Wilson's "Division and Reunion" is the guide. The credits are 60, 44, and 48 hours.

**Modern European History.**—This class will use Schwill's *Political History of Modern Europe*. The class will be given the work of the second term with 44 hours of college credit.

## MATHEMATICS

**Arithmetic With Methods, Normal College, Two Sections.**—The work of this class is especial-

## SUMMER SCHOOL

ly designed to meet the needs of teachers. Special emphasis will be given to the following subjects: Arithmetical Analysis, Percentage and its Applications, Stocks and Bonds, and Mensuration. Forms of solution and method of teaching will be prominent features of this work. *Ray's Higher Arithmetic* and *Mills's Arithmetical Analysis* will be used. Normal College credit, 48 hours, will be given.

**Methods of Teaching Arithmetic.**—This course will include especially a development of the subject of fractions, laying especial emphasis on *forms* of solution, and *methods* of illustration and explanation. Such other subjects will be treated as the class may elect; 22 hours' Collegiate credit in Grammar-Grade Methods.

**Milne's Standard Arithmetic, Two Sections.**—The first section will review the subject, as outlined in this text, over to Stocks and Bonds and the second section begin there and review the remainder of the book. Numerous outside problems will be given in both sections. This work is planned to meet the needs of those preparing to take a teachers' examination or to teach in the schools. Five recitations per week in first section and four in second section.

**First Term Algebra**, using Wells's *Algebra for Secondary Schools*. This is a new and fresh text, and is well adapted to the wants of those beginning the subject, serving particularly as model-work for teachers; 60 hours' credit.

**Second Term Algebra**, using Wells's *Algebra for Secondary Schools*. The work of this class will begin with Type Forms, Chapter VI; and will include Factoring, Highest Common Factor,

## OHIO UNIVERSITY

Lowest Common Multiple, Symmetry, Fractions, and Simple Equations of all kinds, to Evolution, Chapter XVI; 60 hours' credit.

**Third Term Algebra**, using the *Higher Algebra* of Fisher and Schwatt. The work done will start with Evolution and include Inequalities, Surds, Imaginaries, Quadratics, Ratio and Proportion, and the Progressions; 60 hours' credit.

**College Algebra**, continuing the *Higher Algebra* of Fisher and Schwatt, and starting with Harmonical progression. In addition, the chapter on the Binomial Theorem, Logarithms, Permutations and Combinations, Variables, and Limits, together with the remaining part of the text excepting Chapter XXXVI. In Chapter XI, all that will be done will contribute to a good working knowledge of Newton's, Horner's, and Cardan's solutions of higher numerical equations; credit, 44 hours, collegiate.

**Plane Geometry**, using Lyman's "Plane and Solid Geometry." The fundamental working theorems and problems of this subject will be carefully selected and arranged in a sequence both logical and psychological. A strong feature of this work will be the application of the principles mastered to the solution of original exercises; credit, 60 hours, preparatory.

**Solid Geometry**, using Lyman's "Plane and Solid Geometry." Constant attention will be fixed on the ultimate theorems to be established, and thus the continuity and logic of the work will be made prominent. The idea of *the locus* will dominate much of the work, and considerable drill in mental geometry will be given; credit, 60 hours, preparatory.



## SUMMER SCHOOL

**Plane Trigonometry**, using Bauer and Brooke's text with tables, omitting Chapter VI. Careful attention to the fundamentals of the subject will be given, and there will be full drill on the application to original exercises of every variety; 48 hours, collegiate.

### COMMERCIAL BRANCHES

**Book-Keeping, Course I.**—This course is for beginners and will include Parts One and Two of the Twentieth Century system with numerous supplementary exercises. Ample practice will be given in the opening, keeping and closing of such double entry books as are commonly used in the simpler kinds of business. Special attention will be given to the drawing and handling of the various papers connected with the transactions entered. Students who take this course should be able to keep an ordinary set of books. Sixty hours collegiate credit.

**Book-Keeping, Course II.**—This course is open to those who have had Course I. or its equivalent, and includes the higher forms of accounting used in wholesale, banking, and by corporations and commission merchants. Sixty hours of college credit will be allowed for either course.

**Commercial Law, First Term.**—(Provided there is a class of five at the close of registration day)—The subjects of Contracts and Negotiable Paper will be studied in a general way. A number of reported cases will be considered to show the application of principles. This is a required subject in the Commercial Course and elective in all others. Thirty-six hours of college credit will be given.

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**Stenography.**—Classes in Stenography will be formed both for beginners and for advanced students. Thirty, or more, hours' credit will be given, according to the amount of work done. Advanced classes are given the special advantage of dictation from the phonograph for speed practice. The Pitman-Howard Amanuensis is the text used.

**Typewriting.**—All students who take Stenography are given instruction in typewriting, manifolding, etc. The Department has an ample supply of new standard machines which are at the disposal of its students for as much daily practice as they can arrange to take.

**Penmanship.**—The work given is intended to develop a plain, a rapid and an easily executed hand writing. A part of the time is devoted to the discussion of methods in penmanship and the problems that arise in the teaching of this subject in elementary classes. Three classes in this subject.

## PHYSICS AND ELECTRICAL ENGINEERING.

**Preparatory Physics.**—Text, Carhart and Chute. There will be two classes: (a) One will study Mechanics, Properties of Matter, and Heat, five lessons per week, credit, forty-five hours. (b) The second class will study Electricity, Magnetism and Light, five lessons per week, credit, thirty hours.

**Physical Laboratory.**—Manual, Atkinson and Evans. There will be two laboratory sections corresponding to the two classes: (a) The first will perform experiments in Mechanics, Properties of Matter, and Heat, two to three hours

## SUMMER SCHOOL

daily. (b) The second section will perform experiments in Magnetism, Electricity and Light, two hours daily. Credit for (a), thirty hours, (b), twenty-five hours.

**Advanced Physical Laboratory.**—Manuals are in mimeograph form. Requirements, all of 1 and 2 above, and a course in Plane Trigonometry. This will require three hours daily, fifty hours' credit, collegiate.

**Review of Physics.**—This course is planned as a rapid review of the essentials of physics, covering the entire text, for those who wish to prepare for state or county examinations. Recitations each day. Carhart and Chute, or any equivalent text may be used. No credit.

## BIOLOGY

**Invertebrate Zoology.**—This is the course described in the general catalogue for the Winter and Spring terms. Hegner's Introduction to Zoology is the text, laboratory guide by Mercer.

**Teachers' Course in Physiology.**—This course is an elementary one suited for all grades of teachers in the public schools. Methods of teaching have a prominent place in this course. Hygiene will receive considerable attention. Laboratory work will be introduced in a general way to demonstrate structure and the physiological principles. Text, *The Human Mechanism*, by Hough and Sedgwick.

**Elementary Botany.**—This course is the one given during the Spring term of the college year. It will be mostly an outdoor course. Very little laboratory work will be done. Credit sixty preparatory hours. "Practical Botany," by Berger and Caldwell will be the text.



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**Nature Study.**—Two recitations or lectures of one period each, will be held, and two field trips of two periods each, will be made per week. The object in this course is to get the student acquainted with and thereby interested in the common things in nature most closely related to human life. Forty-eight hours of Collegiate credit will be allowed. "Practical Nature Study," by Coulter and Patterson is the text.

**Entomology.**—This course will consist of at least two lectures and two field trips or laboratory sessions per week. The student will be required to make a collection of insects and classify them for himself. Some attention will be given to insect morphology, but the economic side of the subject will not be lost sight of. The collection made by the student will be his own property and will form a nucleus for a more extensive collection if he becomes especially interested in the subject. Forty-eight collegiate hours will be allowed for the completion of this course.

**Hygiene and Sanitation.**—Not less than a first-class high-school course in physiology is presupposed for this course. General questions of sanitation are discussed which lead to the large questions of both personal and municipal hygiene. The text-book used is "Civics and Health," by Allen. This is a very valuable course for teachers.

**Methods in Elementary Science.**—This course will consist largely of simple exercises suitable for the teacher to use in the grades. In no sense technical but a study of easy lessons in Biology, Chemistry, and Physics. Forty-eight hours Collegiate credit. Very valuable for teachers.

## SUMMER SCHOOL

### AGRICULTURE

The work in Agriculture is arranged to meet the needs of those engaged in teaching or preparing to teach. Students are requested to select the courses best adapted to their special work. The course in Elementary Agriculture and the one in General Agriculture (Review) will each be in two sections; one in the forenoon and one in the afternoon. Students in all Agricultural Courses are required to attend the special lectures on that subject. These will be scheduled at 3:10 in the afternoon. By referring to the outline of courses the time for recitation and field trips can be ascertained.

**Course I.—Elementary Agriculture.**—This course is planned for those without previous instruction in beginning agriculture, and will consist of elementary lessons in different features of country-life. The class will meet in two sections, one in the forenoon and one in the afternoon. "Beginnings in Agriculture" by Mann, will be the text. Credit, 48 collegiate hours.

**Course II.—General Agriculture (Review).**—This course is open to those having had the equivalent of Course I. The topics will be much the same but more advanced work will be required. "Elements of Agriculture" by Warren, will be the text. The class will meet in two sections as in Course I. Credit, 48 collegiate hours.

**Course III.—Rural-School Agriculture.**—This course is designed for teachers in rural schools. The work will be of a practical nature. Some time will be given to a consideration of

## OHIO UNIVERSITY

profitable farming, and suggestions of ways and means of introducing elementary agriculture into the rural schools. The text used is "Rural School Agriculture" by Davis. Credit, 48 collegiate hours.

**Course IV.—Rural Economics.**—This course will consist of such problems as the relation of Agriculture to the community; rural life and its conditions; possibilities of large and small farms; farm labor; farm organizations, and marketing. The text used is "Agricultural Economics" by Taylor. Credit, 36 collegiate hours.

**Course V.—Course of Study in Agriculture.**—This course will consider the nature and amount of work in agriculture to be given in our elementary and secondary schools. This course is open to those having had some previous preparation in agriculture. The text used is, "The Teaching of Agriculture" by Bricker. Credit, 36 collegiate hours.

**Special Lectures.**—(a) Farm practices by Practical Farmers. (b) Farm Investigations by Farm Specialists. No college credit. Lectures at 3:10. Required of all students who take any course in agriculture.

**Practical Gardening.**—One lecture or recitation per week and six hours of actual work in the School Garden. An acquaintance with garden products and methods of cultivating the same will be made the basis of this course. Forty-eight hours of collegiate credit will be allowed.



# SUMMER SCHOOL

Courses	Monday	Tuesday	Wednesday	Thursday	Friday
Elementary Agr. Section 1		7:00-7:50 Lab.	7:00	7:00-7:50 Lab.	7:00
Elementary Agr. Section 2		1:30-2:20 Lab.	1:30	1:30-2:20 Lab.	1:30
Gen'l Agr. (Review) Section 1		7:00	7:00-7:50 Lab.	7:00	7:00-7:50 Lab.
Gen'l Agr. (Review) Section 2		1:30	1:30-2:20 Lab.	1:30	1:30-2:20 Lab.
Rural School Agriculture	7:50-8:40 Lab.	8:40	7:50-8:40 Lab.	8:40	
Rural Economics	10:40		10:40		10:40
Agricultural Course of Study	9:50		9:50		9:50
Special Lectures	3:10	3:10	3:10	3:10	3:16

OHIO UNIVERSITY

SPECIAL LECTURES ON AGRICULTURE

at 3:10 P. M. Daily

June 24-28: Professor C. G. Williams, Agronomist, Experiment Station, Wooster, Ohio.

1. Experiments with wheat.
2. Experiments with corn.
3. Oat and Soybean Experiments.
4. Grasses and clovers.
5. Crop rotations in Ohio.

July 1-5: Professor J. J. Crumley, Forester, Experiment Station, Wooster, Ohio.

1. Shade trees and shelter belts.
2. The Catalpas.
3. Conditions of Ohio woodlands.
4. The relative durability of timbers in contact with soil.
5. Forest, spring, and stream.

July 8-12: Professor C. J. Green, Horticulturist, Experiment Station, Wooster, Ohio.

1. Plant breeding.
2. Control of plant diseases and insects.
3. Orchard fertilization.
4. Orchard culture.
5. Pruning and thinning.

July 15-19: Honorable A. P. Sandles, Secretary State Board of Agriculture, Columbus, Ohio.

- . Five lectures on Practical Agriculture in Ohio.

## SUMMER SCHOOL

July 21-25: Professor C. H. Lane, Assistant in Agricultural Education, office of Experiment Stations, Washington, D. C.

The Honorable Secretary of Agriculture, James Wilson, has kindly detailed Professor Lane to give us five lectures and demonstrations showing how Agriculture can be taught in one-room rural schools. These lectures will be given daily at 3:10 and all students registered in any course in Agriculture will be required to attend these 25 lectures and take notes on the same. These 25 lectures by some of the ablest experts in this country will be worth to any teacher or prospective farmer as much as the entire cost of the summer term. All students not registered for one or more courses in Agriculture may attend these lectures by obtaining permission of the Director of the summer school, as admission will be by card. Any farmer or farmer's wife in Athens county may attend these 25 lectures by paying \$3.00 for the entire series, or but 12 cents a lecture.

## CHEMISTRY

**General Descriptive Chemistry.**—First term, six recitations and ten hours' laboratory work per week are required. The work covered will be



## OHIO UNIVERSITY

that of the first term of the regular college course. The text is McPherson and Henderson's *Elementary Study of Chemistry*.

**Second Term.**—Five recitations and eight hours' laboratory work per week are required. The work will be that of the second term of the regular college course and must be preceded by the work of the first term chemistry.

**Qualitative Analysis.**—Practical work in the detection of inorganic substances both acid and basic. To secure the best results, students in this course should devote their entire time to it. The text is Hill's *Qualitative Chemical Analysis*.

**Quantitative Analysis.**—Students prepared to enter upon quantitative analysis will be given ample opportunity, and instruction by the head of the department.

## LATIN

**Beginning Latin.**—Students taking this subject will be expected to complete the first fifty lessons in Collar and Daniell's *First Year Latin*.

**Second Term Latin.**—This class will suit the needs of those who have had one term in Latin.

**Caesar.**—This class will take up the Gallic War, beginning with the first book.

**Cicero.**—The first three orations against Catiline will form the subject of study in this author.

**Vergil.**—The Aeneid, Books I. and II. The subject of scansion will receive attention, and some work will be done in Latin prose composition.

## SUMMER SCHOOL

**Freshman Latin.**—One term's work in Freshman Latin will be finished with a credit of 60 hours. The *De Senectute* and *De Amicitia*, of Cicero, will be read. The class will recite five times a week—four times in the text and one in Latin composition.

In reading the Roman authors just named, a careful study of forms and syntax is considered essential. Students should be provided with Latin grammars. Any standard text may be used.

**Methods of Teaching Latin.**—Professor Evans, head of the Department, will offer his course on Methods. This will be a great help to teachers of the subject. Credit 30 hours.

## GERMAN

**German I. and II.**—The experiment of giving these two courses together, reciting twice a day, and exhausting the amount of credit available for each student during the summer session, *viz.*, 120 hours having proved very successful last summer, this work will again be offered in this manner: Each lesson will be of about twice the length of the ordinary lessons during the college year, in order to complete the fundamental principles of grammar, some introductory reading and the course in conversation of the first year, as nearly as possible, to enable the student to enter German IV next fall. The equivalent of German III can be taken in class, during the school year, or as "advanced work" during the summer term, or it can be made up under the direction of the Head of the Department.

## OHIO UNIVERSITY

**German I.**—A course of one recitation a day for students who can not avail themselves of the above plan, will also be offered. As nearly as possible this course will cover the work of the first term German of the college year, or one-half of the work accomplished by the class reciting twice a day. Credit, 60 hours.

The text-books used in both courses are Kayser and Monteser's *Foundations of German* (American Book Co.) and Newson's *First German Book* (Newson & Co.)

**Advanced German** will consist in the reading of Goethe's "*Hermann and Dorothea*" text, the edition by P. S. Allen (Ginn & Co.), large stress being laid on the composition in three parts based on the text, furnished with this edition. Credit, 48 collegiate hours.

**German II.**—Grammar completed, beginning with Lesson XLI in Kayser and Monteser's *Foundations of German*. Conversation: "Newson's *First Year German Book*,—Lessons 26-40. Reader: Allen's "*Herein*"! First Part.

**German III.**—Allen's "*Herein!*"—Part II.—Storm's "*Immensee*," (Lake German Classics) "*Germelshausen*" (Gerstäcker) and "*Der Lixdenbaum*" (Seidel)—all in the same book. Conversation: Finish Newson's "*First Year German Book*."

## FRENCH

**Beginning French.**—The object of this course is to give the essentials of grammar, fixing them by practice in reading, translating and conversing. The course will be a thoroughly practical one. Chardenal's *French Grammar* will be used. Sixty hours' credit.



## SUMMER SCHOOL

**Advanced French.**—This course will consist of a systematic review of the grammar and reading of French texts. Special attention will be given to idioms and conversation. Karen's French Composition will be used. Sixty hours' credit.

## DOMESTIC SCIENCE AND ART

**Cooking.**—Twenty-four practical lessons planned to acquaint the student with the fundamental principles of cookery. The food value and cost of each class of foods are considered. Special attention is given to the attractive service of each dish prepared. The practical work is supplemented with brief talks on the suitable combinations of foods, table appointment and service. Application of this work is made in the serving of a luncheon or breakfast to six. A fee of two dollars will be charged for this course to partially cover cost of materials. Class meets at 7 a. m. daily.

Time:—Two consecutive hours twice a week.

Credit:—12 hours.

**Model Sewing.**—This course includes the various stitches on canvas; hems and hemming ruffles and bands; darning stockinet and cloth; patching; hemstitching; flannel work; button holes; sewing on of hooks and making of eyelets; seam, placket and gullet work; also models illustrating the use of embroideries and laces in white work and simple crocheting with yarn. Courses in sewing for elementary schools are considered and methods of presenting the work are discussed. Plain sewing will be substituted for model sewing, if demand seems to make it practical.

## OHIO UNIVERSITY

Fee:—\$1; Time, two consecutive hours five times a week. Credit:—30 hours.

**Plain Sewing.**—Both hand and machine sewing are included. The practical work consists in the drafting of patterns to measure, cutting and making of four-piece sets of undergarments from drafted patterns, and in the care and manipulation of machines and simple attachments. Materials and trimmings suitable for underwear, the comparative cost of each and amount necessary are considered.

Fee, \$1.00; Time, two consecutive hours five times a week. Credit, 30 hours.

**Art Needlework.**—This course includes different lines of art needlework as hemstitching, cross stitch, dots, scallops, eyelets and French embroidery. Materials furnished by student. Time, five hours a week; Credit, fifteen hours.

### KINDERGARTEN TRAINING

The six terms of work in the course in Kindergarten Education are progressive, each term being a continuation of the preceding one. The work offered this summer is that given in the first half of the first term, for which thirty credits will be given.

The work in Kindergarten Theory and Activities includes the beginning study of Froebel's Mother Play, of the Gifts and of the Occupations. Observation or practice in the kindergarten is required, one credit being given for two periods of work.

The Kindergarten School is in session from 8:30-11:00. In addition to the time spent in the kindergarten there is one afternoon period each

## SUMMER SCHOOL

week for the discussion of the week's work in the kindergarten. From eighteen to forty-five credits will be given for the work in Observation or Practice according to the time spent in the kindergarten. Books required: "Songs and Music of Froebel's Mother Play", Blow, "Mottos and Commentaries of Froebel's Mother Play", Blow, Scrap book and note book for work in occupations and note books for work in Mother Play and Gifts. These books will be used throughout the course.

A fee of seventy-five cents is charged to cover the cost of materials used in the occupation and gift classes.

## CONCLUSION

For further information, address the President of the University. For information concerning work in any particular subject or course, write the head of the Department, as noted in the list of Faculty members and their subjects. University catalogues and all general information will be supplied promptly upon request to

ALSTON ELLIS,

*President Ohio University.*

Athens, Ohio.



# OHIO UNIVERSITY

## LIST OF TEXT-BOOKS WITH PUBLISHER'S LIST PRICE.

Allen—Civics and Health.....	\$1 25
Arnold—Waymarks for Teachers.....	1 25
Bagley—The Educative Process.....	1 25
Baker—Outfit for first Bookkeeping.....	3 25
Bauer and Brooke—Plane Trigonometry.....	1 50
Bennett—De Senectute and De Amicitia.....	1 15
Bergen and Caldwell—Practical Botany... ..	1 30
Bolton—Principles of Education... ..	3 00
Bricker—The Teaching of Agriculture in the High School .....	1 00
Brooks—Chardenal's Complete French Course... ..	1 20
Brown—The American High School.....	1 40
Cairns—Forms of Discourse.....	1 15
Carhart and Chute—High School Physics.....	1 25
Chancellor—Our Schools and their Administra- tion.....	1 50
Collar and Daniell—First Year Latin.....	1 00
Cooley—Social Organization.....	1 50
Coulter and Patterson—Nature Study.....	1 35
Cross—Mechanical Drawing.....	1 00
Dewey and Tuft—Ethics.....	2 00
DeGarmo's Principles of Secondary Education... ..	1 25
Dutton—School Management.....	1 00
Ely and Wicker—Elements of Political Economy..	1 00
Fisher and Schwatt—Higher Algebra.....	1 50
Goodyear—Out-fit for Second Bookkeeping.....	3 00
Graves—History of Education During Middle Ages	1 10
Hart—Formation of Union.....	1 25
Hegner—Introduction to Zoology... ..	1 90
Higgins—First Book in Science.....	65
Hill—Qualitative Chemical Analysis.....	75
Hough and Sedgwick—The Human Mechanism..	2 00
James and Sanford—Government of State and Nation.....	1 00
Koren—French Composition.....	75
Kayser and Monteser—Foundations of German..	80
Long—History of English Literature.....	1 35
Lyman—Plane and Solid Geometry.....	1 25
Mann—Beginning in Agriculture, Preparing.....	
Martzoff—Synopsis of Ohio History.....	25
McMurry—Course of Study in the Eight Grades..	1 50
McMurry—Method in Geography.....	70
McPherson and Henderson—Elementary Study of Chemistry .....	1 25
Mills—Arithmetical Analysis.....	55

## SUMMER SCHOOL

Myers—General History.....	1 50
Page—Chief American Poets.....	1 75
Page—British Poets.....	2 00
Palgrave—Golden Treasury of Songs and Lyrics..	25
Pitman and Howard—Amanuensis.....	1 00
Ray—Higher Arithmetic .....	85
Reed and Kellogg—Higher Lessons in English....	70
Reed and Kellogg—High School Grammar.....	60
Salisbury—Physiography.....	1 50
Seeligmann—Altes and Neues.....	35
Simonds—History of American Literature.....	1 10
Spencer—Commercial Law.....	1 50
Titchener—Primer of Psychology.....	1 00
Titchener—Text Book of Psychology.....	2 00
Warren—Elements of Agriculture.....	1 10
Wells—Algebra for Secondary Schools.....	1 20
Williams—Course of Study for Ohio Schools.....	35
Woolley—Handbook of Composition.....	70

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NOTE:—Usually the more expensive books are sold to students at less than the list price and no book is sold at more than the list price. Often students can save money by bringing their books with them, but they should always be sure to obtain the right editions. All books are on sale at the University Book Store.





## UNIVERSITY CALENDAR, 1912.

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Monday, January 1....Registration of Students  
Tuesday, January 2...Opening of Winter Term  
Friday, March 15.....Close of Winter Term  
Monday, March 25....Registration of Students  
Tuesday, March 26....Opening of Spring Term  
Sunday, June 9 .....  
.....Beginning of Commencement Week  
Thursday, June 13.....Commencement Day  
Monday, June 17....Opening of Summer Term  
Friday, July 26.....Close of Summer Term

### First Semester.

Monday, Sept. 9.....Registration of Students  
Tuesday, Sept. 10 .....Recitations Begin  
Wednesday noon, Nov. 27... ..  
..... Thanksgiving Recess Begins  
Monday noon, Dec. 2.....  
.....Thanksgiving Recess Ends  
Friday, Dec. 20.....Holiday Recess Begins

## UNIVERSITY CALENDAR, 1913.

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Monday, January 6 .....Holiday Recess Ends  
Friday, January 31.....First Semester Ends

### Second Semester.

Monday, February 3...Registration of Students  
Tuesday, February 4..... ..Recitations Begin  
Friday noon, March 21.Easter Vacation Begins  
Monday noon, March 31.Easter Vacation Ends  
Friday, May 30 .....Holiday  
Thursday, June 19.....Commencement Day  
.....And Close of Second Semester

**OHIO UNIVERSITY**  
**AND**  
**The State Normal College**  
**Athens, = Ohio**  
**INCLUDING**

**A. The College of Liberal Arts**

**1. Courses and Degrees**

- a. Liberal Arts Course, A. B. Degree
- b. Scientific Course, B. S. Degree

**2. Departments**

- a. Engineering Dept., Civil and Electrical
- b. School of Commerce, Commercial College
- c. Department of Music, College of Music
- d. Department of Public Speaking
- e. Art Department
- 1. The State Preparatory School

**B. The State Normal College**

**1. Courses and Degrees**

- a. Normal Preparatory Course
- b. Course in Elementary Education, Diploma
- c. Course for Secondary Teachers, B. Ped. Deg.
- d. Course for Principals and Superintendents, B. Ped. Deg.
- e. Course for College Graduates, B. Ped. Deg.
- f. Domestic Science, Manual Training, and Agricultural Dept's., Diploma in each

**2. Departments**

- a. The State Training School
- b. The Kindergarten Dept., Diploma
- c. Public-School Music Dept., Diploma
- d. Public-School Art Dept., Diploma
- e. Rural Training Dept., Certificate or Diploma

**Facts to be Remembered:** Ohio University was established in 1804 by an act of the Ohio Legislature. The State Normal College was added in 1802, by an act of the Ohio Legislature. The Faculty consists of 75 members. Students enrolled within the past year, 1,687.

**Expenses:** No tuition; Registration of \$6.00 a term or \$18.00 a year; good board and furnished room cost only \$3.50 to \$3.75 per week.

**Athens:** A beautiful, healthful city with good homes, pure water, prosperous churches, and no saloons.

**Further Information:** For general information about the work of the University, and for complete catalogue, write to Alston Ellis, President Ohio University.

For information concerning courses in the College of Liberal Arts, write to Edwin W. Chubb, Dean College of Liberal Arts.

For information concerning courses in the State Normal College, write to Henry G. Williams, Dean State Normal College.